DOCUMENT RESUME

ED 103 748 88 CG 009 618

AUTHOR Dixon, Frank F.
TITLE Objective-Based Career Guidance Program, ESEA, Title III Project. End of the Year Report, 1972-1973.
INSTITUTION Clark County School District, Las Vegas, Nev.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE Aug 73
NOTE 155p.; Pages 2-8 of the original document were withheld by the authors and are therefore not available; they are not included in the pagination

EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS *Career Education; Decision Making Skills; *Guidance Objectives; *Occupational Guidance; *Program Evaluation; Research Projects; Secondary Education; *Secondary School Students; Self Evaluation
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This document evaluates the success of the Objective-Based Career Guidance Program after one year, and includes details of all projects carried out during that year. The following three areas were explored during initial phases of implementation: (1) information about self, (2) information about careers, and (3) decision making. Three hundred ninth grade students and 700 tenth graders participated in the project the first year, with measurable successes reported in all phases. In addition, inservice training involved 40 counselors, teachers, and administrators from project schools. (Author/PC)

ED103748

CLARK COUNTY SCHOOL DISTRICT

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: CG CE
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ESEA, TITLE III PROJECT

Objective-Based Career Guidance Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

End of Project Year Report

1972-1973

CG 009 618

ESEA, TITLE III PROJECT

OBJECTIVE-BASED CAREER GUIDANCE PROGRAM

Contents

PART I STATISTICAL DATA	PAGE
Section A - General Project Information	1
Section B - Total School Enrollment and Project Participants	2
Section C - Title III Project Staff	3
Section D - Services and Cost Estimates Per Service	4
Section E - Financial Report and Supplementary Schedules	6
PART II NARRATIVE REPORT	
Section A - Project Procedure Summary	9
Section B - General Project Summary	23
Section C - Dissemination	29
Section D - Evaluation	33
Section E - Miscellaneous	37

APPENDICES

APPENDIX A - Profile Counseling Components	38
APPENDIX B - Dissemination Materials	49
APPENDIX C - Workshop I Materials	60
APPENDIX D - Workshop II Materials	69
APPENDIX E - Related Activities	79
APPENDIX F - New Materials	133

Nevada State Department of Education
Federal Relations and Programs Branch
Heroes' Memorial Building
Carson City, Nevada 89701

PROJECT NUMBER

S.D.E. USE ONLY	STATE	FISCAL YEAR	COUNTY	PROJECT	CONT. CODE

END OF PROJECT YEAR REPORT

PART I - STATISTICAL DATA

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION

1. PROJECT TITLE

Objective-Based Career Guidance Program

2. APPLICANT (Local Education Agency)

Clark County School District

3. ADDRESS (Number, Street, City, Zip Code)	4. NAME OF COUNTY
2832 E. Flamingo Road, Las Vegas, Nevada 89109	Clark County
	Project # 38-72-0205 ..

5. NAME OF PROJECT DIRECTOR	6. ADDRESS (Number, Street, City, Zip Code)	Phone Number
Dennis Ortwein	2832 E. Flamingo Road, Las Vegas, 89109	736-5438
		Area Code 702

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this report.

PERSON COMPLETING REPORT (Name and Title)	DATE SUBMITTED
Frank F. Dixon, Director-Federal & Special Programs	9/30/73

EDN 89-10-17
(3/70)

Page (s) 2-8 [redacted] / were
[redacted] / Removed From This Document
Prior To Being Submitted To EDRS

PART II

NARRATIVE REPORT

SECTION A

PROJECT PROCEDURE SUMMARY

Section A - Project Procedure Summary

I. Objective: Procedure: Evaluation Procedure

The following summary will describe the objectives established to show that students can improve their knowledge about themselves and the methods used to evaluate this gain in knowledge.

A. Objective No. 1

There will be a significant improvement when comparing the students' results on the pre and posttest on the profile of the following items:

- Grade Point Average
- English Grade
- Math Grade
- Highest Grade
- Lowest Grade
- Highest Subject
- Lowest Subject
- High MAT Score
- Low MAT Score
- High MAT Subject
- Low MAT Subject
- Otis Lennon Score
- Career Aspirations #1
- Career Aspirations #2
- Educational Aspirations
- Educational Indexes

1. Procedure - The students are first given the Jeffs Educational Aspiration Questionnaire and asked to list their career aspirations. Then they are given a pretest on the profile following the instructions to the Career Guidance Profile Questionnaire. They are to estimate their abilities as best they can in relation to the items on the Career Guidance Profile. Following the pretest, the individual profile is then developed by technicians from the student's actual grades, test scores, the results of the Educational Aspiration Questionnaire and his career choice. The student is then given a copy of his profile showing his pretest estimates and the actual scores as profiled from his records. This information is then explained to the student and counseling is given regarding the results of the student's profile. After this step has been completed, the student is then posttested on the profile, estimating his abilities and aspirations in a similar manner as on the pretest. The pretest was scored by comparing the student's estimate of his abilities and aspirations with his actual scores. It was considered within an acceptable range if he was within one stanine above or below. Scoring was on items missed. The posttest was then compared to the same actual information and again was scored using the same procedure as the pretest. Scores were then listed by items for evaluation of Objective No. 1. (See Appendix A for forms and examples used in this procedure.)

2. Evaluation Procedure - Using the scores received on the items on the pretest in a comparison to the item scores on the posttest, a correlated "t" test was used to determine if a positive change significant at the .05 level had been achieved.

B. Objective No. 2

Following profile counseling, there will be a significant difference on the individual items as listed in Objective No. 1, when comparing the results between the pilot schools and the control groups which did not receive profile counseling.

1. Procedure - The same procedure as outlined for Objective No. 1 was used for the pilot schools. The students in the control groups were pretested in the same manner as the pilot schools. They then did not receive their completed profiles or profile counseling. The control group received a normal counseling program for their school. Then they were posttested the same as the pilot school, with scoring to be conducted the same for both groups.

2. Evaluation Procedure - An analysis of covariance was used to determine if a significant difference at .05 level or better was achieved on the items of the profile when comparing the pilot schools with the control groups. (Individual item comparisons were made, using the Chi Square statistic.)

C. Objective No. 3

There will be a positive significant difference when comparing the pretest results to the posttest results of those students who have had profile counseling and missed two or more items on the pretest.

1. Procedure - The same procedure as outlined in Objective No. 1 was used for the pretest, posttest, and scoring. The scores were then listed by students, comparing their pretest score to their posttest score.

2. Evaluation Procedure - A correlated "t" test was used to determine if a positive reduction in items missed was achieved at the .05 level of significance when comparing the total items missed by each student on the pretest with their posttest.

D. Objective No. 4

Those students in the pilot schools who have received profile counseling will show a significant improvement in their knowledge of information about themselves as compared to the improvement shown by those students in the control groups who did not receive profile counseling.

1. Procedure - Students in the pilot schools received profile counseling as outlined in the procedure for Objective No. 1. The control group was pretested and posttested on the profile at the same times as the pilot schools, but the students received the same counseling and treatment given the rest of their class. The scores were listed by student pre and posttest, and by school for statistical analysis.

2. Evaluation Procedure - The students' scores from the pilot school were compared with the control group using analysis of covariance to determine if a positive change at the .05 level of significance was achieved when comparing the groups.

II. Evaluation Summary

A. Procedures exceeding or meeting anticipated results

1. Western High School, 10th grade - When comparing the pretest scores to the posttest results of the fourteen items used on the profile, we find the procedure used to meet the requirements for Objectives Nos. 1, 3, and 4 were achieved successfully. The statistics, as reported in Tables 1, 3, 7, 8, and 10 show that each of these objectives was significantly met at the .01 level of confidence or better in favor of the pilot school, and that the treatment given through profile counseling would appear to be the reason for this advantage.

   Analysis of Objective No. 2 shows that the combination of all items was reduced significantly by treatment of profile counseling. However, only three items were reduced significantly at the .05 level when compared to the control group. These items were the students' knowledge of their highest MAT subject, highest MAT score, and level of training required for their first career choice. It should be noted that the Chi Square test used for individual items, is a much less powerful test than analysis of covariance which was used for the combined items. See Table 5.

2. R. O. Gibson, 9th grade - The results of the fifteen items compared on the pretest and posttest demonstrate the procedure as being successful in achieving the requirements for Objectives Nos. 1, 3, and 4. Statistics showing this achievement to be at the .01 level of significance are reported in Tables 2, 4, 9, and 11.

   The statistics further show that Objective No. 2 was successful in reducing the number of errors for the pilot school as compared to the control group ($p < .01$) as indicated by analysis of covariance. Only one item, however, (students' knowledge of the range of their lowest grade) indicated a significant advantage ($p < .05$) for the pilot school. See Table 6.

3. To insure that the pilot schools would have a representative group in the program, the following process objectives were established:

   (a) That 80% of the students in the project classes would have enough information to have a usable profile.

   The statistical information report in Table 12 shows that this objective was obtained with both fall and spring groups at Western and the 9th grade at R. O. Gibson.

   (b) That 90% of the students with usable profiles would take the posttest after profile counseling.

   Table 13 shows the objective was accomplished for the fall and spring pilot groups at Western.

4. Parental involvement was identified as a necessity and the following process objectives were established to evaluate this participation.

   (a) That 20% of the students will have parental representation that has received a profile interpretation.

   This goal was attempted through the use of parent meetings in the evening in addition to a few parents who requested an individual conference with the counselor. Results as reported in Table 14 show that this objective was accomplished in the overall percentages and in two of the three meetings held.

   (b) Of those parents receiving a profile interpretation, 50% will answer in a positive manner to the question, "The degree to which the profile helped me gain an overall look at my son or daughter's grades, test scores, and aspirations was:". The results as reported in Table 15 show that this objective was accomplished at each of the three parent meetings that were held.

B. Procedures not meeting objectives

1. In the evaluation of the Objectives Nos. 1, 2, 3, and 4, analysis of the Reading Index, English Index, and Math Index was not included. The information regarding these items was not used by the pilot school due to the data not being available until after students had registered.

2. The analysis of items on the profile for Objective No. 2 shows that a significant difference was not achieved when comparing the pilot schools with the control groups, with the exception of the items as noted previously in II-A. Eleven items were not changed significantly at the 10th grade level, while fourteen items at the 9th grade did not show a significant change.

3. In the process objective to establish representative groups, the objective to have 90% of the students with usable profiles take the posttest after profile counseling was not attained with the pilot group at R. O. Gibson. It was possible to posttest 86% of these students with usable profiles.

4. The parental involvement objective of having 20% of the students represented was not achieved at the first parents' meeting, as only 16% of the students were represented.

C. Statistical data to support II-A and II-B

1. Objective No. 1 was evaluated through the use of a correlated "t" test. The results of the calculations from this data are presented in Tables 1 through 4.

Table 1

Item Analysis: Pretest - Posttest Comparison
Western High School (Pilot School)
N=514

Test	Total (No. of Errors)	Mean (No. of Errors)	t-ratio	Significance
Pretest	2247	160.5	10.9447	<.001
Posttest	1373	98.07		

Table 2

Item Analysis: Pretest - Posttest Comparison
R. O. Gibson Junior High School (Pilot School)
N=281

Pretest	1591	106.07	6.1072	<.001
Posttest	952	63.47		

Table 3

Item Analysis: Pretest - Posttest Comparison
Clark High School (Control Group)
N=61

Pretest	262	18.71	1.3561	N.S.
Posttest	238	17.00		

Table 4

Item Analysis: Pretest - Posttest Comparison
Garside Junior High School (Control Group)
N= 79

Test	Total (No. of Errors)	Mean (No. of Errors)	t-ratio	Significance
Pretest	339	22.60	1.0958	N.S.
Posttest	308	20.53		

2. Objective No. 2 was evaluated by using an analysis of covariance to compare the pilot schools' reduction in errors, by items, with the control group results. Table No. 5 on page 15 has the results from the comparison of Western High School (Pilot School) and Clark High School (Control Group). See Table 6 on page 16 for the comparison between R. O. Gibson Junior High School (Pilot School) and Clark High School (Control Group). Item analysis was conducted, using the Chi Square statistic.

3. Objective No. 3 was evaluated by using a correlated "t" test to determine if a significant reduction in items missed was achieved when comparing the pretest results of those students in the pilot schools with their posttest scores after treatment. Students who missed less than two items on the pretest were not included in the statistics. Results are reported for three groups: Western, first semester; Western, second semester; and R. O. Gibson on Tables 7, 8, and 9.

Table 7

Pretest - Posttest Comparison
Western High - First Semester
N=283

Test	Mean (No. of Errors)	Standard Deviation	t-ratio	Significance
Pretest	4.43	1.91	10.2325	<.001
Posttest	3.12	1.97		

Table 5

ITEM ANALYSIS TOTALS
(Items Missed)

Tenth Grade	Western		Clark		
	Pretest	Posttest	Pretest	Posttest	Chi Square
Grade Point Average	91	48	7	4	.01
English Grade	149	82	12	13	3.71
Math Grade	152	96	16	15	.83
Highest Grade	142	73	12	10	1.52
Lowest Grade	151	99	10	14	2.56
Highest Subject	161	60	18	14	3.49
Lowest Subject	149	100	17	20	3.65
High MAT Score	167	99	13	17	5.69*
Low MAT Score	102	51	24	16	.14
High MAT Subject	260	153	41	37	6.50*
Low MAT Subject	282	205	28	31	2.81
Otis Lennon					
Career Aspirations #1	128	68	12	11	5.11*
Career Aspirations #2	125	87	16	13	.16
Educational Aspirations	188	152	23	23	1.17
Total Number of Students	514	514	61	61	

*Significant at the <.05 level

Table 6

ITEM ANALYSIS TOTALS
(Items Missed)

Ninth Grade	Gibson		Garside		
	Pretest	Posttest	Pretest	Posttest	Chi Square
Grade Point Average	59	29	10	11	1.98
English Grade	119	62	20	19	2.30
Math Grade	94	64	28	33	2.77
Highest Grade	109	76	16	16	.56
Lowest Grade	63	25	18	18	4.35*
High Subject	104	51	23	18	1.27
Low Subject	90	46	27	23	1.83
High MAT Score	100	54	25	15	.01
Low MAT Score	74	35	35	13	.20
High MAT Subject	155	101	21	26	3.48
Low MAT Subject	150	136	20	28	1.50
Otis Lennon	134	111	27	29	.53
Career Aspirations #1	78	55	23	15	.00
Career Aspirations #2	63	43	20	19	.48
Educational Aspirations	79	64	26	25	.13
Total Number of Students	281	281	79	79	

*Significant at the <.05 level

Table 8

Pretest - Posttest Comparison
Western High - Second Semester
N=231

Test	Mean (No. of Errors)	Standard Deviation	t-ratio	Significance
Pretest	4.13	1.91	15.3479	$p < .001$
Posttest	2.17	1.77		

Table 9

Pretest - Posttest Comparison
R. O. Gibson Junior High
N=281

Test	Mean (No. of Errors)	Standard Deviation	t-ratio	Significance
Pretest	5.11	2.23	13.7108	$p < .01$
Posttest	3.38	2.06		

4. Objective No. 4 was evaluated by using an analysis of covariance to determine if a significant difference existed between the pilot schools and control groups on the posttest when initial differences on the pretest were controlled. The results comparing Western High School, first semester with the control group at Clark High School are reported in Table 10. The second semester Western High School students were not compared with a control, as too many variables were involved at the later period of the school year. Table 11 shows the results when the pilot school, R. O. Gibson, is compared with the control group at Garside.

Table 10

Analysis of Covariance Table
Western, First Semester vs. Clark

Source	df	SS	MS	F
Between	1	43.89	43.89	13.80*
Within	340	1078.23	3.18	
Total	341	1122.12		

* $p < .01$

The results of this Analysis of Covariance indicated that a significant difference existed between project and control group posttest means after adjustment had been made for initial pretest differences. This adjusted difference was in favor of the project group and was significant beyond the .01 level of confidence.

Table 11

Analysis of Covariance Table
Gibson vs. Garside

Source	DF	SS	MS	F
Treatment	1	51.14	51.14	16.01*
Regression	1	420.02	420.02	
Error	354	1131.00	3.195	

*$p < .01$

The F-ratio of 16.01 was clearly significant beyond the .01 level of confidence. Thus, we can reject the null hypothesis ("no significant differences . . .") and infer that exposure to the treatment resulted in a significant difference in favor of the pilot school group in regard to posttest scores when controls were established for differences on the pretest.

5. The information used to evaluate the process objective, that 80% of the students would have enough information to have a usable profile, is reported in Table 12.

Table 12

Pretest Compared to Usable Profile

Group	Pretest	Usable	Percent
Western, 1st Semester	419	362	86
Western, 2nd Semester	352	295	84
Gibson	398	349	88
Total	1169	1006	86

6. The process objective, that 90% of the students with usable profiles would take the posttest after profile counseling, is reported in the following table.

Table 13

Students With Usable Profiles Taking Posttest

Group	Usable Profiles*	Posttest	Percent
Western, 1st Semester	316	283	90
Western, 2nd Semester	243	231	95
R. O. Gibson	325	281	86
Total	884	795	90

*The number of usable profiles has been reduced by eliminating those students who had missed less than two items on the pretest.

7. The process objectives regarding parental involvement are reported in Tables 14 and 15.

Table 14

That 20% of the parents will receive an interpretation of the profile.

Group	Usable Profiles	No. of Parents	Percent
Western (1-10-73)	283	46	16
Gibson (4-11-73)	281	59	21
Western (5-23-73)	231	52	23
Total	795	157	20

Table 15

That 50% of the parents who received profile interpretation will answer in a positive manner to the following question: The degree to which the profile helped me gain an overall look at my son or daughter's grades, test scores, and aspirations was:

	Extremely Helpful	Very Helpful	Moderately Helpful	Not Very Helpful	Not At All Helpful	No Response
Western 1-10-73	7.9%	42.1%	28.9%	15.8%	2.6%	2.6%
Gibson 4-11-73	14.3%	47.6%	28.6%	4.8%	4.8%	-
Western 5-23-73	13.8%	44.8%	27.6%	6.9%	-	*6.9%

*Although none of the above responses were indicated on two returned questionnaires, the following comments had been written in:

"It confirmed what we already knew, or expected."

"This profile is an excellent idea and can be helpful to parents and students. My overall look at my daughter was quite accurate, however I still found this profile interesting and I am sure my daughter did also. My daughter only missed (1) on her profile."

D. Non-statistical data to support II-A and II-B

1. Objective No. 1 - The reduction of errors in the pilot schools, when analyzed by items, shows that a significant reduction was achieved. While evaluation design specified a significant difference at the .05 level, the actual reduction was calculated to be significant to the .001 level of confidence with both of the pilot schools. Refer to Tables 1, 2, 3, and 4.

2. Objective No. 2 - The objective of reducing the number of errors on each item significantly when comparing the pilot schools with the control groups, was not accomplished. Although the reduction was only significant on three items in the tenth grade and one item at the ninth grade, it should be noted that in the pilot schools all items were reduced by treatment, while some of the items missed by the control groups increased on the posttest. Refer to Tables 5 and 6.

3. Objective No. 3 - When analyzing the reduction of errors by students in the pilot schools who missed two or more items on the pretest, a significant reduction is accomplished in both of the pilot schools. The level of reduction achieved is beyond the expected .05 level of significance. Based upon this information, the use of profile counseling does appear to be an effective means of communicating information about themselves to students. Refer to Tables 7-8 & 9.

4. Objective No. 4 - The students in the pilot schools, when compared with the control groups, were able to demonstrate a significant reduction in errors. Refer to Tables 10 and 11. Dr. Vernon C. Rowley, Research Coordinator, Clark County School District, stated the following conclusions in his report based upon the research data:

    1. Project group made significant gains (error reduction) between pretest and posttest.

    2. Control group did not make significant gains between pretest and posttest.

    3. Project group had significantly fewer errors on the posttest than the control group when initial pretest differences were controlled.

    4. The project group's advantage over the control group appeared to be almost exclusively the result of the treatment.

5. The process objectives to have a representative group in the pilot schools were successfully met, with the exception of the posttest group at R. O. Gibson. Factors which influence these objectives are mobility of the population, attendance of the students, and the availability of time for counselors to follow-up on students who are missed when testing is done and profiles presented. Procedures were improved through experimentation and the second semester 10th graders reflected this as 95% of the students were posttested. Out of a group of 243 students, only 12 students were missed and all but one of these had received profile counseling. Refer to Tables 12 and 13.

6. The parental involvement objectives showed that the overall goals were achieved. The attendance at the first parent meeting was not up to expectations, but the percentage of attendance increased at the second and third meeting, giving an overall 20% attendance. It is hoped that knowledge of the program will spread and the trend for parents to attend will continue to increase. The second part of the objective, to have the parents respond in a positive manner, was successfully met at all three meetings. As techniques for presenting the profile were improved, the response by the parents also was higher. The second and third meetings show an increase in the percent of parents responding in the extremely helpful and very helpful catagories. Refer to Tables 14, and 15.

E. Recommendations:

Based upon the 1972-73 evaluations, the recommendations for the program are as follows:

1. That the use of the Career Guidance Profile as a means of communicating information to students be continued. Refinements in methods used to present the information should be continually scrutinized and procedure changes made when the information available warrants changing.

2. Expansion of the use of the profile counseling program to other junior and senior high schools in Clark County School District, if the information is made available through Data Processing. Too much time is required in gathering the information without computer assistance.

3. Efforts to communicate with parents, community groups, professional organizations, and the school board be increased. Knowledge of the program, its objectives, and accomplishments by the various groups is essential to the acceptance of the project and importance to its success.

4. The program is ready to proceed with the development and implementation of Phase II - Career Information. This program will need to develop career information in a manner that it can then be related to why students need to know information about themselves in order to give Phase I - Information About Self, more relevance to the students.

PART II

NARRATIVE REPORT

SECTION B

GENERAL PROJECT SUMMARY

Section B - General Project Summary

1. Major changes as a result of this project

A. The Schools

1. Western High School - The major changes have been the updating and reorganization of the career materials available for student use. The library has established a large center for career materials on an open balcony, moving from a small closed conference room. This is much more conducive to students using the materials. Also, the school in general has developed more career awareness. Career Clusters have been developed and published in the curriculum guide for students to use in their selection of classes at registration time. See Appendix E

2. R. O. Gibson Junior High School - The changes at Gibson would include a general improvement of career awareness, and the addition of two new classes next year to provide students with the opportunity to improve their knowledge of careers.

B. The Students

1. Evaluation results show that the students are improving their knowledge of information about themselves significantly. Two things have happened which show that the students are relating this to a positive school attitude. First, the tenth grade students, when tested in February on the Clark County School District testing program, were more cooperative and seemed to be more concerned about taking the tests. More students are also showing an interest in career choices and how they relate to their interests; therefore, more students are requesting interest inventories on a voluntary basis. This same desire for interest testing is being noticed at the junior high level. The felt need for interest testing was so definite that the second semester 10th graders at Western were all given an interest inventory before the profile counseling program was begun.

C. The Staff

1. Western High School - The project has been a centering point for the counselors and the orientation teachers. While they have been cooperative before, it is felt that it has improved cooperation and communication, both within their areas and between groups. The project has also involved the librarian and her facilities. The counselors have been able to use the project in working with the total staff in developing career clusters for the school's curriculum. The administration has been very cooperative in providing facilities, equipment, and their support to the project. It has been very important that they give the counselors the time needed to carry through the activities of the program.

2. R. O. Gibson Junior High School - The major change would have to be the addition of a third counselor who has been assigned the main responsibility of coordinating career materials and programs at Gibson. She is a very enthusiastic person and it is apparent that she is having an effect on the staff. The English teachers have been cooperative in allowing use of their classes. The administration has been strong in support throughout the program.

D. The Community

1. The parents' response to the program has been positive and increasing in number attending the profile interpretation meetings. The University of Nevada, Las Vegas has cooperated with the program by providing two graduate students in counseling to work as the technicians. While the community in general has not been involved, contact has been made with the Rotary Club to work on a cooperative plan for identifying careers and job opportunities in the community, and providing this information to teachers and counselors to help students in their planning. The services of a professor from UNLV were utilized for the workshop on Career Information.

E. Workshops

1. In-service Workshop I - An eight session workshop in which we had 52 participants attending all or some of the meetings. The participants consisted of teachers, counselors, and administrators. The workshop produced the formation of an objective for counseling which could be evaluated. The participants, in their review of the workshop, felt it was successful in the goals of a general overview of the Objective-Based Career Guidance Program, the Career Guidance Profile, and writing objectives. The questionnaire results and samples of the participants' objectives are in Appendix C.

2. In-service Workshop II - This workshop which emphasized career programs, was attended by 57 teachers, counselors, and administrators; of which 32 received in-service credit. In addition to learning about career programs, the participants attempted to create their own unit. Responses to the evaluation questionnaire were positive regarding the workshop. Examples are in Appendix D.

3. Workshop No. III - The Profile was reviewed and recommendations for a revised profile were made. This evaluation was made by ten counselors and two administrators. See Appendix F for revised Career Guidance Profile.

II. Activities stimulated as spin-off of the original Title III activity in:

A. The School Program

1. Western High School - The career unit in the orientation class was expanded and all orientation classes were given an interest inventory the second semester. The total school curriculum is being organized into Career Clusters so that students will be able to better identify what classes are useful when considering a career.

2. Gibson Junior High School - The school made an interest inventory available to the students who wished to take it. They are also developing more exploratory classes for the 7th and 8th grade, which will start students in considering possible career alternatives.

B. Students

To determine the students' opinion of profile counseling, a sample of students were selected from the first semester students, the second semester orientation class, and the ninth graders at R. O. Gibson. An attempt was made to have the sample from as many different teachers and levels of ability as possible. The first semester students were somewhat grouped in an average level grouping. This survey showed that the students in general feel it is helpful, and that some parts of the profile were more helpful than others. The results of this survey are reported in Appendix E.

C. Staff

The staff identified several items not included in the project which would be valuable to the program and the students the program is designed to help.

1. Interest inventories - A study was made of five different interest inventories, and the students were asked to give their opinions of the tests. The results are reported in Appendix E.

2. Free materials - A review of free materials available regarding careers is being reviewed and requests for those materials considered suitable will be issued. This material will then be added to the Career Resource Center.

3. Free films - A list of free 16mm films which would be suitable for use with the career units, is being compiled and will be available to the teachers for use next year.

4. Catalog of career materials - A catalog of all career materials available in the school has been compiled for R. O. Gibson. See Appendix E for this catalog.

5. Counseling program - Development of objectives for a counseling program which are suitable for evaluation, and can be used in the existing program have been developed for Western High School. See Appendix E for these objectives.

6. Career course - While the program calls for a career unit, one orientation teacher at Western High School is planning to develop mini-courses in careers, personality, consumer education, etc., for his students so that each one could have some selection in his curriculum.

7. Career Speakers - A list of career speakers and possible site visitations is being developed and will be available for use next year. This list will require continued updating each year.

D. Community

1. Career Opportunities Directory - The directory was developed by the Rotary Club of North Las Vegas. Through efforts with the Las Vegas Rotary Club, plans are being made to enlarge and develop this directory extensively.

2. Boy Scouts Explorer Post - The program has attempted to coordinate with the survey of career choices conducted by the Boy Scouts of America in order to determine what career areas might effectively be developed for Explorer Scout Specialty Posts.

3. Professional Conferences - The project has stimulated requests for presentations to professional organizations regarding the establishment of an objective-based career guidance program and the use of the profile in counseling students regarding their career aspirations. Presentations have been made at the following conventions:

   a. Nevada Personnel and Guidance Association at Lake Tahoe; November 1, 1972 (See Appendix B)

   b. Nevada Association for Supervision and Curriculum Development; March 13, 1973 (See Appendix B)

E. Clark County School District

1. Data Processing - The Data Processing Department of the school district has made a cost analysis and feasibility study of developing the profile by computer. This would be developed for county-wide utilization. See Appendix E for the proposal and cost estimates.

2. Career Guidance Materials Evaluation Committee - A committee consisting of three counselors, two teachers, one librarian, and two administrators was selected to review and evaluate career materials for purchase by the Clark County School District, under ESEA, Title II Funds. After numerous hours of review, the committee developed recommended lists for purchase and on March 29, 1973 invited all the secondary schools to come in and view the

materials selected. Because of this activity, the schools were able to submit orders for purchase for $50,000 worth of materials that have been identified as being career guidance materials and are to be used for that purpose. (See Appendix E for ESEA, Title II proposal and the lists of materials submitted for purchase.)

III. Program Modifications

Based upon the recommendations on page 22, and from the evaluation of this year's program, the following modifications would improve the project's effectiveness.

A. Computerization of the Career Guidance Profile

This would reduce the amount of technician time needed to gather the information from each student's records in order to develop a profile. Once the program is developed, it would be a process which could be used by any secondary school wishing to avail themselves of the service.

B. Revise Profile and Procedure

Based upon the recommendations of the workshop which reviewed the profile, the Career Guidance Profile should be modified. See Appendix F. The procedure for administering the Career Guidance Profile should be changed to improve effectiveness by:

1. Developing a new format for pretest-posttest, which is separate from the profile. See Appendix F.

2. Increasing the students' desire for needing this information prior to profile counseling.

3. Administering an interest inventory to all ninth and tenth grade students prior to profile counseling. Eleventh graders on a need basis.

4. Developing a list of terms and definitions so that teachers and counselors will have the same explanation of items for the students.

5. Developing visual materials to use when pretesting, posttesting, and profile counseling.

C. Increase Communications

1. Parents - While attendance at the parent meetings did improve, it is felt that more involvement is still needed. Techniques which will be tried are:

a. Give parents an option of several meeting times. This might include a Saturday meeting.

b. Ask parents to be career speakers in the classes.

c. Invite parents to visit the class.

2. Community and Professional Organizations - A formal presentation needs to be developed which can then be presented to groups at their meetings, or as visitors to the school. Individuals from these groups could also be invited to participate as career speakers in the classes or by allowing field trips to their businesses.

IV. Related Federal Projects

A. Career Guidance Material Evaluation Committee

This committee was established to evaluate career materials for purchase under ESEA, Title II monies. The materials purchased will be coordinated with the objective-based guidance materials. (See Item II, E-2)

B. Career Education Program

An in-service program for secondary school department chairmen or leading teachers sponsored by the Educational Professional Development Act to develop an experimental stage of a career educational program. The program was developed around the use of career clusters and curriculum development, and introduced the use of profile counseling with students.

C. Career Education Project recently funded under the Vocational Education Act

V. Extent of educational need met by the Objective-Based Career Guidance Program

The original proposal stated the following educational need:

> "a need for guidance programs that will develop students so they will be aware of their aptitude and skills, as well as enough knowledge of careers to know what kinds of educational programs are required. These guidance programs must also be developed in such a way that they can demonstrate clearly that they are achieving these goals."

The need to develop a guidance program which will help students to become aware of their aptitudes and skills is being accomplished within the limitations of the information the schools have available regarding their abilities. The objective-based approach allows us to demonstrate just how clearly these goals are being achieved. The students' knowledge of careers has been increased and, using the evaluation procedures of an objective-based program, this will be demonstrated in next year's reports.

PART II

NARRATIVE REPORT

SECTION C

DISSEMINATION

Section C - Dissemination

I. Description of Dissemination Procedures

A. Brief

A brief describing the first year's program and objectives was written. It was designed for distribution to professional groups and in-district schools interested in Objective-Based Career Guidance.

In-Service Workshops

Two types of workshops have been conducted:

1. District-wide workshops open to counselors, teachers, and administrators from within the Clark County School District and private schools. Participants in these workshops were either compensated with released time or in-service credit.

2. Project personnel workshops involving the task force of counselors and teachers from the pilot schools, and other key personnel.

C. Reports

Interim verbal reports have been made to the Assistant Superintendent of Secondary Education and the Coordinator of Special Student Services. The project is also monitored throughout the year by the ESEA Title III Advisory Council, State Department of Education, and Board of School Trustees.

D. Professional Organizations

Presentations were made to the Nevada Personnel and Guidance Association, and the Nevada Association of Supervision and Curriculum Development regarding the objectives and procedures for an Objective-Based Career Guidance Program.

E. Parents

Meetings to explain the program and clarify the information available on the Profile were conducted for the parents by the counselors after each group of students had completed Profile Counseling.

F. Visitations

The Project Manager had a meeting with the principal and counselors at each secondary school to disseminate information regarding the program's objectives.

II. Dissemination Activities Considered Most Effective

A. In-Service Workshops

District wide In-service workshops have been effective in disseminating the project within the school district. It has provided the time needed to inform the participants of what the objectives and procedures of an Objective-Based Career Guidance Program involves, and how they can apply this to their own school situation. Evidence of the interest developed has been demonstrated by six schools outside the pilot schools using some type of profile counseling. The development of at least one objective for an objective-based program was achieved by all the participating schools in the workshop. Examples are presented in Appendix C and D.

B. The parents attending the Interpretation Meeting were positive in their response to the program. While the number in attendance was not large, it would have to be considered good when compared to other activities of this type involving the parents of junior and senior high school students. Most parents feel they are only expected to come to school when something is wrong and this is an effort to make contact with parents regarding a positive topic.

III. Extent of Dissemination

A. Dissemination to the Local Education Profession

1. In-Service Workshop I - October 24, 1972 to December 12, 1972. Two administrators, forty-seven counselors, and three secondary teachers representing 25 different schools, participated in this workshop. One participant was from a private school.

2. In-Service Workshop II - February 20, 1973 to April 10, 1973. Two administrators, twenty-two counselors, twenty-eight secondary teachers, and five elementary teachers from 33 schools, attended the second workshop.

3. In-Service Workshop III - June 15, 1973. Ten counselors and two administrators met to review the Profile and objective-based counseling.

4. Visitation by Project Manager - October 5, 1972 to October 18, 1972. Meetings were held at twenty secondary schools with the principal and counselors to discuss the Objective-Based Career Guidance Program, and to inform them of the workshops.

5. Verbal reports were made to the Assistant Superintendent in Charge of Secondary Education and to the Coordinator of Special Student Services on January 9, 1973 and May 15, 1973.

B. Dissemination to the Local Public

1. Parent Meeting - A presentation of the Objective-Based Career Guidance Program was made January 10, 1973 to those parents of Western High School tenth graders during orientation the first semester. Forty-six parents were in attendance. See page 20, Table 15 for results of Parent Questionnaire.

2. Parent Meeting - On April 11, 1973, the parents of the ninth graders at R. O. Gibson Junior High School were invited to attend a presentation on the Objective-Based Career Guidance Program. See page 20, Table 15 for results of Parent Questionnaire completed by the group of fifty-nine parents in attendance.

3. Parent Meeting - The parents of the Western High School tenth graders during second semester orientation class were invited to a presentation on the Objective-Based Career Guidance Program, May 23, 1973. Fifty-two parents attended. See page 20, Table 15 for results of the Parent Questionnaire.

C. Other Dissemination

1. Nevada Personnel and Guidance Association. A presentation was made to this group of administrators, university personnel, and counselors from California and Nevada at Lake Tahoe, November 1, 1972.

2. Nevada Association for Supervision and Curriculum Development. A presentation was made to about 125 administrators, supervisors, teachers, and counselors during a conference at the Circus Circus in Las Vegas, Nevada, March 13, 1973.

3. ESEA, Title III Advisory Council. Reports were made for their review and evaluation on October 18, 1972 and February 6, 1973.

4. Other School Districts. A letter with a copy of an abstract of the program, was sent to school districts in the following cities:

Rudyard, Michigan
Flandreau, South Dakota
Lincoln, Nebraska
Bowling Green, Kentucky
Concord, New Hampshire
Honolulu, Hawaii
Pitman, New Jersey
Yonkers, New York
Elyria, Ohio
Pratt, Kansas
LaVerne, California
Fullerton, California
Ixtapalapa, Mexico

IV. Examples of Dissemination Materials: See Appendix B.

V. Expenditures for Dissemination Activities

A. Salaries - While no salaries were directly charged to dissemination, costs are estimated for the following:

Project Manager	10%	1,784.00
Project Secretary	10%	574.00
Workshop Instructors	50%	288.00

B. Contract Services (Instructor)

Dr. Thomas Cassese, UNLV	50%	125.00

C. Travel

NPGA Convention - Registration	107.00
In-district, 300 miles @ .10	30.00

D. Equipment - No dissemination expenses were charged to equipment.

E. Supplies - Paper, envelopes, transparencies, mailing and posters. 200.00

Total 3,025.00

VI. Other School Districts

To our knowledge, there are no other school districts which have adopted new educational practices due to information received about this project.

PART II

NARRATIVE REPORT

SECTION D

EVALUATION

Section D - Evaluation

I. Standardized or Commercial Instruments

A. Metropolitan Achievement Tests (MAT); Advanced Battery, Form Am

The Metropolitan Achievement Test Battery was used by the Clark County School District to test all ninth and tenth graders the previous year. Scores are obtained in Word Knowledge, Reading, Language, Language Study Skills, Arithmetic Computation, Arithmetic Problem Solving, and Concepts, Social Studies Information, Social Studies Study Skills, and Science. The results were used to determine how well the student knew information about himself regarding achievement in the areas tested.

B. Otis-Lennon Mental Ability Test, Intermediate Level, Form J

The Otis-Lennon scores were available for the ninth graders, but tenth grade students were not tested the previous year. The test provides for the assessment of general mental ability, or scholastic aptitude, by sampling a broad range of cognitive abilities. The test was used to have the ninth grade students increase their knowledge of their general scholastic aptitude.

II. Special Instruments Developed

A. Career Guidance Profile (See Appendix A)

This instrument was developed to give the student a visual representation of his abilities as shown by the Index scores, grades, achievement scores, scholastic aptitude, and his career and educational aspirations. This profile was used effectively to pretest, counsel, and then posttest to determine how well a student knew information about himself.

B. Educational Aspiration Questionnaire (See Appendix A)

This instrument was first developed by Dr. George Jeffs and has been used in previous profile counseling programs. The EAQ was modified to be used on the Career Guidance Profile. Reliability was determined by a test-retest technique with a correlation of .94. The instrument was effective in showing students the difference between their stated educational goal, when asked what they would like to do, and then compared with their goal when various factors (time, cost, effort, etc.) were taken into consideration.

C. Instructions to the Career Guidance Profile (See Appendix A)

These are the detailed instructions developed for using the Career Guidance Profile as the Pretest, before the profile information is gathered.

D. Career Information Quiz (See Appendix F)

This form is still in the developmental stage. It will be used next year to have the students demonstrate their knowledge of information about their career choices.

E. Career Information Scoring Keys (See Appendix F)

This form is also in the developmental stage and will be used in conjunction with the Career Information Quiz. Keys will be developed for all the major career choices and will then allow the students to be able to score their own quiz.

F. Conversion Tables (See Appendix A)

Tables to convert raw scores and various types of information for profiling were developed in the following areas:

1. Conversion Table for Grades
2. Conversion Table for Educational Aspiration Scores
3. Conversion Table for Career Choice

Revised conversion tables for grades and Educational Aspiration Questionnaire are included in Appendix F.

III. Expenditures for Evaluation Activities

A. Salaries - While no salaries were directly charged to evaluation, costs are estimated for the following:

Teacher Aides (Handscoring tests)	33%	2,467.00
Project Director	3%	600.00
Project Manager	30%	5,400.00
Task Force	10%	330.00

B. Contract Services - None

C. Travel - None

D. Equipment - No expenditure charged

E. Supplies and Other Expenses (tests, scoring) 1,200.00

Total 8,997.00

IV. Instruments or Designs Used in the On-Going Program Evaluation

The on-going evaluation of the project had an unstructured approach in the preliminary phases. The English teachers, orientation teachers, and counselors were sensitive to the student's feeling while being given Profile information, and this information was gathered through conversations with the Project Manager. A more structured evaluation was later developed to elicit the student's feeling regarding Profile Counseling. See Appendix E for a sample questionnaire and the results.

An on-going evaluation was made with parents who attended the Parent's Meetings. This form is in Appendix B and the results are available on page 20, Table 15.

V. Evaluation Results Affecting the Program

The program was adjusted after the first semester tenth graders had completed Profile Counseling based upon the students' comments and teacher-counselor observations. The following adjustments were made:

A. The ninth grade students were given a motivational filmstrip before the profile information was presented to them. The Profile was then explained to them by using visual aids. Small Group counseling was then conducted.

B. The second semester tenth graders' program was changed so that:

1. The orientation teachers spent more time on motivating the students regarding the need for the knowledge of information for career planning.

2. All the orientation students were given an Interest Inventory prior to Profile Counseling.

3. The pretest, Profile, and posttest were presented to the students through the use of visual aids.

VI. Evaluation Designed and Conducted by:

A. Project Director - Objective-Based Career Guidance is directed by a central office director who is only responsible for reviewing the evaluation format and results. This would be about 3% of the evaluation.

B. Other Project Staff

1. The Project Manager is responsible for the on-site coordination of the testing design of evaluation instruments, and gathering of information for evaluation which would account for 30% of the evaluation.

2. Teacher Aides were used to assist in the administration of the pre and posttests and the handscoring of the results. They then tabulated the results for evaluation. This would involve about 33% of the evaluation.

3. The teachers and counselors were involved in the evaluation design and the on-going evaluation assessment which would account for 7% of the evaluation.

C. Non-Project, Local School District Personnel

1. Research Coordinator - Clark County School District is responsible for the assisting in the development of the research design and has done the computer calculations necessary to determine significant results in the evaluation of the information gathered. This would account for about 20% of the evaluation.

2. Coordinator of Special Student Services - Clark County School District has assisted in the research design and the on-going evaluation of the program for about 5% of the evaluation.

D. Outside Consultants - The State ESEA Title III Advisory Council provided valuable advice concerning the Project. The Advisory Council involvement might be considered as 2% of the evaluation.

VII Long Range Evaluation Activities

Clark County School District conducts a yearly follow-up study of their graduated seniors. The effect of this program should be reflected when the class of 1975 is surveyed regarding their school's program for occupational or career planning. Western High School conducts a follow-up of their graduates. The results of previous graduating classes could be compared with the class of '75's responses to the following questions:

1. How do you rate your education at Western in preparation for planning an occupation or a career?

2. Do you think Western has helped you develop positive attitudes toward work?

3. How do you rate the counseling and guidance service in assistance in career planning?

PART II

NARRATIVE REPORT

SECTION E

MISCELLANEOUS

Section E - Miscellaneous

I. Consultants

Listed below are the names and areas of specialization of consultants who have made significant contributions to the effectiveness of the Objective-Based Career Guidance Program during the 1972-73 project year.

Consultant	Area of Specialization
Dr. Donald Dickinson	Project Design, Clark County School District
Dr. Thomas Cassese	Career Development, University of Nevada, Las Vegas
Dr. George Jeffs	Professional Growth, Clark County School District
Mr. John Dooley	Career Clusters,Clark County School District
Miss Phyllis Carl	Development of Objective, Clark County School District
Dr. Vernon Rowley	Research and Development, Clark County School District
Mr. Stephen Smith	Reliability Testing, University of Nevada, Las Vegas
Miss Buff Tsitouras	Reliability Testing, University of Nevada, Las Vegas
Mr. Theron Swainston	Elements of Quality, Clark County School District
Mr. Willard Beitz	Secondary Education Programs, Clark County School District

II. Materials Developed

A copy or sample of all materials developed for the project are included in the body of this report or in the appendices.

III. Affect on Cooperating Agencies

University of Nevada, Las Vegas: A cooperative relationship was established so that two graduate students were able to work in the project as the technicians.

APPENDIX A

PROFILE COUNSELING COMPONENTS

Educational Aspiration Questionnaire

Instructions

Career Guidance Profile

Career Guidance Profile - Pretest

Career Guidance Profile - Complete

Career Guidance Profile - Posttest

Conversion Tables - Grades and Educational Aspirations

Conversion Table - Career Choice

EDUCATIONAL ASPIRATION
9th, 10th, 11th and 12th grades

NAME _____ M F
(Last) (First)

1. How important to you is getting a college education?

_____ Not at all important
_____ Not very important
_____ Quite important
_____ Very important
_____ Most important thing in my life

2. In terms of grades, what level are you trying to reach this year?

_____ Below average
_____ About average
_____ A little better than average
_____ In the top one-third of my class
_____ In the top 10% of my class

3. How far do you feel you must go in school to be satisfied with yourself?

___ Graduate from high school
_____ Graduate from a trade school, business school, electronics school, or some similar type school
_____ Attend college but not for the full 4 years
_____ Graduate from college
_____ Continue in school beyond 4 years of college (like a professional school for doctors and lawyers)

4. How many years of education do you <u>expect</u> to complete after high school?

_____ None
_____ One year
_____ Two years
_____ Four years
_____ More than four years

5. What level of education would <u>you like your children</u> to have?

_____ Graduate from high school
_____ Graduate from a trade school, business school, electronics school, or some similar type school
_____ Attend college but not for the full 4 years
_____ Graduate from college
_____ Go to school beyond 4 years of college (like a professional school for doctors or lawyers)

6. What level of education do you expect your children to reach?

_____ Graduate from high school
_____ Graduate from a trade school, business school, electronics school, or some similar type school
_____ Attend college but not for the full 4 years
_____ Graduate from college
_____ Go to school beyond 4 years of college (like a professional school for doctors or lawyers)

7. Are you planning to go on to school after high school?

_____ No
_____ Don't care
_____ Probably
_____ Yes, Definitely
_____ I am absolutely sure that I am

8. Check the one description below that best tells your feelings about the expense of going on to school after high school.

_____ I would not go to school even if I had all the money that it takes
_____ I would not start school unless I could be sure that I had enough money to get completely through school
_____ I would not go to school unless I could be sure that I had enough money to get me through several years
_____ I would go to school even if I had only enough money to get started and hope that something would happen so that I could continue
_____ I would go to school even if I had to work all the way through

List below the two occupations that you would most like to achieve:

_____

_____

INSTRUCTIONS TO CAREER GUIDANCE PROFILE QUESTIONNAIRE

General Instructions:

Part of the purpose of the counseling program is to make you aware of important factors about yourself so that you can make wise decisions concerning your future. There is no need to counsel you about those things you already know.

This profile listing student characteristics that have to do with abilities and aspirations will be used to assist you in learning more about yourself. The comparison of the profiles will show those areas you already know. Counseling and information would then be provided to assist you in those areas not in agreements.

The profile will be asking you for some information about past grades and test scores. Each of these will be explained as you are asked to mark the scale. Please follow the instructions carefully. In marking your profile please use either a pencil or a ball point pen, not a felt tip pen. Please do not attempt to erase.

Print last name first. Fill in the spaces for Name, School, Grade, and Date. Place an "M" or "F" under date for male or female.

Index:

1. Look at the graph at the top of the profile. Determine which one of the scales were used at your school for indexes (such as statens, stanines, percentiles, and phases). Follow this down to the column below and indicate with an X your index in Reading.

2. Follow the same procedure and mark an X for your index in English.

3. Again, using the same procedure, mark your index for Math.

Grades:

1. Look at Grade Point Average. Using grades (A, B, C, D, etc.) at the top of the column as a guide, mark an X in the square that would be your best estimate of all your semester grades last year.

2. Look at English. Using the same grades as a guide, mark an X in the square that would be the average of your English grades from last year.

3. Look at Math. Use the same procedure as with English and mark the average of your grades in math from last year.

4. Look at Highest grade(s) in _____. Leaving out your English and math from last year, write in the remaining subject or subjects in which you received your highest grade last year. Now indicate that grade with an X in the proper column.

5. Look at Lowest grade(s) in _____. Leaving out your English and math from last year, write in the remaining subject or subjects in which you received your lowest grade last year. Now indicate that grade with an X in the proper column.

Achievement:

1. Locate the area related to achievement. First circle the category that you think you scored highest on when you took your last achievement test. Remember that the scores you got back were in numbers called stanines. Use the numbers (through 9) at the top of the profile columns and place an X in the square indicating your score.

2. Put a check in front of the category that you think you scored lowest on when you took your last achievement test and indicate that score using the same method as you did with your highest score.

Scholastic Aptitude:

1. Using the number scale at the top of the profile columns, place an X in the square indicating your approximate score as compared to Stanines.

2. Mark the score you think you made on the Otis-Lennon Ability Test (OLMAT) administered _____ (last November or when you were in junior high, etc.) If you did not take the Otis-Lennon last year, leave this line blank.

Career Area Aspirations:

1. Write in two careers you are interested in. (If you remember your previous choices on the questionnaire, use them again.)

2. Use the explanations at the bottom of the profile to decide the level of education or training you think is necessary and indicate how much education or training you think would be required for your choice of careers.
NOTE: (Read and explain levels and allow time for questions.)

Educational Aspirations:

1. Using the same information at the bottom of the profile, mark how far you plan to go in school.

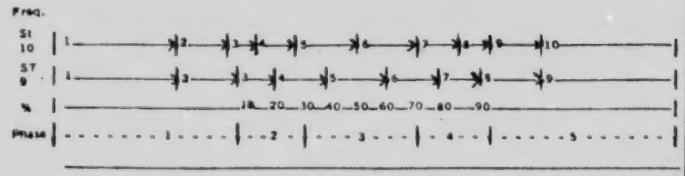
CAREER GUIDANCE PROFILE

Name _____

School _____

Grade _____

Date _____

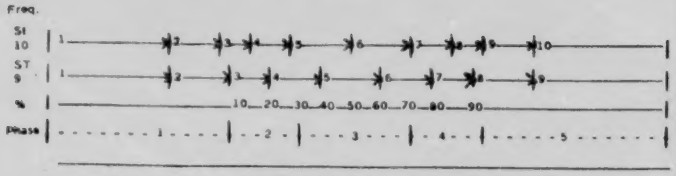


		Low				Average				High
		1	2	3	4	5	6	7	8	9
		F	D	C-	C	C+	B-	B	B+	A
INDEX	Reading									
	English									
	Mathematics									
GRADES	Grade Point Average									
	English									
	Mathematics									
	Highest grade(s) in									
	Lowest									
ACHIEVEMENT (Grades 7 - 9)	Word Knowledge									
	Reading									
	Total Reading									
	Language									
	Spelling									
	Math Computation									
	Math Concepts									
	Math Problem Solving									
	Total Math									
	Science									
	Social Studies									
SCHOLASTIC APTITUDE	Otis Lennon									
CAREER AREA ASPIRATIONS	(1)									
	(2)									
EDUC. ASPIRATIONS										
		1 & 2 Less than High School Graduation or unskilled		3 & 4 High School Graduation or Inservice, O.J.T.		5—Vo-Tech Training or Semi-skilled	6—Apprentice-Associate Degree or Skilled	7—Bachelors Degree or Management	8—Masters Degree or High Management	9—Doctors Degree or High Management

Pretest

CAREER GUIDANCE PROFILE

Name _____
School WESTERN
Grade 10
Date Oct. 1972
M

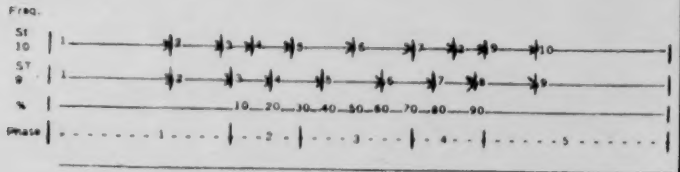


		Low 1	2	3	4	Average 5	6	7	High 8	9
		F	D	C-	C	C+	B-	B	B+	A
INDEX	Reading									
	English									
	Mathematics									
GRADES	Grade Point Average				X					
	English			X	X					
	Mathematics			X	X					
	Highest grade(s) in Art									X
	Lowest Shop								X	
ACHIEVEMENT (Grades 7 - 9)	Word Knowledge									
	Reading									
	Total Reading									
	Language									
	Spelling	X								
	Math Computation									
	Math Concepts									
	Math Problem Solving									
	Total Math									
	Science					X				
	Social Studies									
SCHOLASTIC APTITUDE	Otis Lennon									
CAREER AREA ASPIRATIONS	(1) Draftsman					X				
	(2) Druggist					X				
EDUC. ASPIRATIONS						X				
		1 & 2 Less than High School Graduation or unskilled		3 & 4 High School Graduation or Inservice, O.J.T.		5—Vo-Tech Training or Semi-skilled	6—Apprentice-Associate Degree or Skilled	7—Bachelors Degree or Management	8—Masters Degree or High Management	9—Doctors Degree or High Management

Complete Profile

CAREER GUIDANCE PROFILE

Name _____
School WESTERN
Grade 10
Date Oct 1972



			Low			Average			High	
			1	2	3	4	5	6	7	8	9
			F	D	C-	C	C+	B-	B	B+	A
INDEX	Reading										
	English										
	Mathematics										
GRADES 5	Grade Point Average	3.083				X					
	English	3			X	X					
	Mathematics	2.5			X						
	Highest grade(s) in Art P.E	4									X
	Lowest (Shop)	2.5								X	
ACHIEVEMENT (Grades 7 - 9)	Word Knowledge	5									
	Reading	4									
	Total Reading	5									
	Language	5									
	Spelling	3	X								
	Math Computation	3									
	Math Concepts	4									
	Math Problem Solving	4									
1	Total Math	4									
	(Science)	6					X				
	Social Studies	4									
SCHOLASTIC APTITUDE	Otis Lennon										
CAREER AREA ASPIRATIONS	(1) Draftsman						X				
	(2) Druggist						X				
EDUC. ASPIRATIONS		15					X				
			1 & 2 Less than High School Graduation or unskilled		3 & 4 High School Graduation or Inservice, O.J.T.		5—Vo-Tech Training or Semi-skilled	6—Apprentice-Associate Degree or Skilled	7—Bachelors Degree or Management	8—Masters Degree or High Management	9—Doctors Degree or High Management

8

Posttest

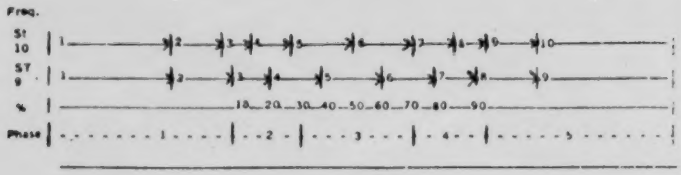
CAREER GUIDANCE PROFILE

Name _____

School _____

Grade _____

Date _____



		Low				Average			High	
		1	2	3	4	5	6	7	8	9
		F	D	C-	C	C+	B-	B	B+	A
INDEX	Reading									
	English									
	Mathematics									
GRADES	Grade Point Average									
	English									
	Mathematics									
	Highest grade(s) in P E									
	Lowest Shop									
ACHIEVEMENT (Grades 7 - 9)	Word Knowledge									
	Reading									
	Total Reading									
	Language									
	Spelling									
	Math Computation									
	Math Concepts									
	Math Problem Solving									
	Total Math									
	Science									
	Social Studies									
SCHOLASTIC APTITUDE	Otis Lennon									
CAREER AREA ASPIRATIONS	(1) Draftsman									
	(2) Druggist									
EDUC. ASPIRATIONS										

1 & 2 Less than High School Graduation or unskilled	3 & 4 High School Graduation or Inservice, O.J.T.	5—Vo-Tech Training or Semi-skilled	6—Apprentice-Associate Degree or Skilled	7—Bachelors Degree or Management	8—Masters Degree or High Management	9—Doctors Degree or High Management

4

CONVERSION TABLE FOR GRADES

Grade	Score
F	0.00 - 0.74
D	0.75 - 1.24
C-	1.25 - 1.74
C	1.75 - 2.14
C+	2.15 - 2.50
B-	2.51 - 2.84
B	2.85 - 3.19
B+	3.20 - 3.50
A	3.51 - 4.00

CONVERSION TABLE FOR EDUCATIONAL ASPIRATION SCORES

Stanine	Score
1	8 - 9
2	10 - 12
3	13 - 16
4	17 - 21
5	22 - 26
6	27 - 31
7	32 - 35
8	36 - 38
9	39 - 40

CONVERSION TABLE FOR CAREERS

Training Level	Job Title
7	Accountant
6	Actor, Actress
7	Administrator, Business
8	Administrator, Hospital
6	Advertising Worker
5	Air Conditioning Mechanic
6	Aircraft Mechanic
6	Air Traffic Controller
5	Animal Trainer
5	Appliance Serviceman
8	Architect
6	Artist
2	Assembler
5	Auto Body Repairman
5	Auto Mechanic
4	Auto Parts Man
4	Auto Salesman
4	Bank Teller
5	Barber
5	Bartender
7	Biologist
4	Bookkeeper
4	Bus Driver
5	Business Machine Operator
5	Business Machine Serviceman
6	Carpenter
3	Cashier
3	Change Girl
6	Chef
7	Chemist
9	Clergyman
6	Computer Operator
6	Computer Programmer
4	Construction Worker
7	Contractor, General Building
4	Cook
5	Cosmetologist
8	Counselor
6	Court Reporter
3	Custodian
6	Dancer
4	Dealer
5	Dental Assistant
6	Dental Hygienist
6	Dental Technician
9	Dentist
6	Dietician
6	Draftsman
6	Electrician
7	Engineer
1	Farm Worker
6	Fashion Designer
7	Financial Executive
4	Fireman
7	Forester
6	Forestry Aide
3	Garbageman
7	Home Economist
4	Hospital Attendant
4	Hotel Clerk
7	Hotel Manager
6	Inhalation Therapist
4	Inspector, Manufacturing
6	Instrument Repairman
6	Insurance Agent
7	Interior Decorator
7	Interpreter
7	Investigator
5	Iron Worker
5	Jeweler
3	Keno Runner
9	Lawyer
8	Librarian
6	Lineman
6	Lithographer
4	Logger, Lumberman
6	Machinist
2	Maid, Hotel
2	Maid, Private
3	Mail Carrier

Training Level	Job Title
6	Mason
7	Mathematician
6	Meat Cutter
3	Military, Enlisted
7	Military, Officer
4	Model
6	Mortician
6	Musician, Singer
7	Newspaper Reporter
5	Nurse, Practical (LPN)
6	Nurse, Registered (RN)
4	Nurse's Aide
7	Occupational Therapist
7	Oceanographer
6	Operating Engineer
9	Optometrist
9	Orthodonist
6	Painter, Construction
7	Personnel Worker
8	Pharmicist
6	Photographer
7	Physical Therapist
9	Physician
7	Physicist
8	Pilot, Airline
6	Pilot, Commercial
6	Plumber
6	Police Officer
3	Postal Clerk
7	Probation Officer
8	Psychologist
7	Public Relations Worker
7	Purchasing Agent
6	Radio-TV Announcer
5	Radio-TV Broadcast Technician
6	Real Estate Salesman
4	Receptionist
6	Recreation Worker
3	Retail Salesman
7	Securities Salesman
5	Secretary
6	Secretary, Legal
3	Service Station Attendant
6	Sheet Metal Worker
5	Slot Machine Mechanic
7	Social Worker
7	Sociologist
7	Speech Therapist
5	Sports, Professional
6	Stewardess
8	Surveyor
7	Systems Analyst
7	Teacher, Elementary
7	Teacher, Secondary
8	Teacher, College
4	Teacher's Aide
6	Technician, Engineering
6	Technician, Lab & Medical
5	Telephone Installer
5	Telephone Operator
4	Truck Driver
4	Typist
8	Urban Planner
9	Veterinarian
6	Veterinarian's Assistant
2	Waiter, Waitress
2	Warehouseman
6	Welder
7	Writer, Literary
7	Writer, Technical
6	X-Ray Technologist

APPENDIX B

DISSEMINATION MATERIALS

Brief for Phase I

Workshop I

Workshop II

Presentation at NPGA

Presentation at NASCD

Parent Meeting I

Parent Meeting II

Parent Meeting III

Parent Questionnaire

BRIEF FOR PHASE I OF THE

OBJECTIVE-BASED CAREER GUIDANCE PROGRAM

The Objective-Based Career Guidance Program is a project that is supported by a grant from the Nevada State Department of Education as provided through ESEA, Title III funds.

The need exists in the Clark County School District for a Career Guidance Program capable of insuring that the students are aware of the factors involved in making decisions on careers. Although the District, and many other school systems throughout the country, have developed programs concerning career information, none have insured that students will reach the specified objectives.

Research within the Clark County School District through a junior high school pilot project and a follow-up study of 1970 high school graduates both support the need for a career guidance program. National trends, requiring accountability in education, reflect the need for establishing an objective-based program which would provide the means of demonstrating the fulfillment of career objectives.

The project, over the three year period of funding, will be concerned with the three following phases:

Phase I	Information about Self
Phase II	Information about Careers
Phase III	Decision Making

All ninth grade students (approximately 300) at R. O. Gibson Junior High School and all tenth grade students (approximately 700) at Western High School will participate in the project the first year. In addition, inservice training will involve approximately 40 counselors, teachers, and administrators from project schools and other secondary schools in the District. The project will be expanded to include additional schools in the second and third years, with District-wide implementation expected the third year of the project.

PHASE I - INFORMATION ABOUT SELF

Working With Students

Through the use of the Career Guidance Profile we will disseminate to the students information about their interests and abilities. This will involve the gathering of the information required to complete the profile which includes index, grades, achievement, aptitude, career area aspiration, and educational aspiration. The student will then be pretested on his knowledge of his abilities and interests with the results of the pretest then being compared to the student's actual profile. Those students who miss two or more items about themselves would be counseled further and then posttested to measure any change in knowledge about self.

The following are some examples of the objectives for Phase I :

1.1 Grades

1.1.1 The student will be able to list the subject in which he made the highest grades, during the past two years, as indicated on the student profile. (This is exclusive of the English and math grades.)

2.1 Achievement

2.1.1 The student will be able to indicate on the student profile, his area of highest achievement from the Metropolitan Achievement Test.

3.1 Aptitude

3.1.1 The student will be able to indicate, within one column (in either direction) on the student profile, his level of scholastic aptitude as measured by the Otis-Lennon.

4.1 Career Area Selection

4.1.1 The student will be able to list on the student profile his two career areas of interest from the Chronicle Guidance files.

5.1 Educational Aspiration

5.1.1 The student will be able to indicate within one column (in either direction) the level of his educational aspiration as determined by the Jeff's Education Aspiration Test.

6.1 Discrepancies

The student will be able to correctly check whether there is any difference of over one column (in either direction) on any of the following:

6.1.1 Career Aspiration (1st choice) and Scholastic Aptitude

7.1 Educational Index

7.1.1 The student will be able to indicate the position of his educational index in English within one column (in either direction) on the student profile.

Inservice Training

In addition to the program involving the students, the plans are to have three inservice programs for counselors, teachers, and administrators as follows:

1. The use of profile counseling to communicate information to the student about himself and developing strategies for establishing an objective-based Career Guidance Program.

2. The use of Chronicle Guidance materials and other sources to provide information to the student on careers.

3. An overview of the first two workshops and follow-up regarding the establishment of the Objective-Based Career Guidance Program.

Further information regarding this program may be obtained by contacting:

Larry Lochridge
Western High School
4601 West Bonanza Road
Las Vegas, Nevada 89107

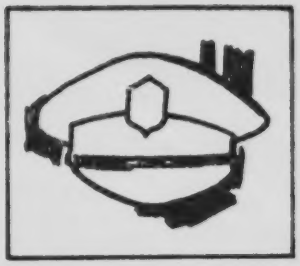
Phone: 870-6911, ext. 50

Attachment: Career Guidance Profile

OBJECTIVE-BASED CAREER GUIDANCE WORKSHOP I

WESTERN HIGH SCHOOL

OCT. 24 – DEC. 12, 1972



OBJECTIVE-BASED CAREER GUIDANCE: CAREER INFORMATION

INSTRS: Dr. Thomas Cassese, Chairman, Department of Educational Foundations, UNLV
Dr. Donald Dickinson, Coordinator of Special Student Services, CCSD
Mr. Larry Lochridge, Project Manager, ESEA Title III Project on Career Guidance

DATES: February 20 through April 10th, 1973

DAYS: Tuesdays

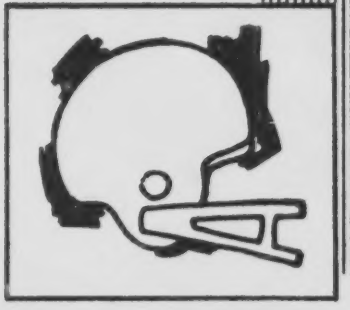
TIME: 3:30 p.m. to 5:30 p.m.

PLACE: Roy Martin Junior High, Room 103

FEE: No charge to participants

PREREGISTER WITH PROFESSIONAL GROWTH SERVICES (736-5213) PRIOR TO FEBRUARY 12, 1973.

ONE (1) CREDIT PDE #254



THURSDAY - SESSION #3 cont'd

ROOM #210 - Program VIII

"Objective - Based Career Guidance Program Using Profile Counseling"

PRESENTER: *Don Dickinson*, Coordinator, Student Services; *Larry Lochridge*

HILLSIDE RM - Program IX

"Inter-Agency Counseling Services"

The panel will discuss the cooperation between agencies that assist people in a helping relationship to be more effective.

PRESENTERS: *Laurabel Hume*, Chairman; *Cliff Crowder*, Director of Vocational Rehabilitation; *Ben Newsome*, Counselor, Hug High School; *Louis Robinson*, Employment Security; *Elizabeth Munley*, Employment Security

ROOM #201 - Program X

Film Festival

"Everything is Beautiful"--Washoe Co. program for exceptional children

WERC Career Film, "Careers in Allied Health Services"

"He Who Hath"-- Gerald Shelby, Nevada State Dept. of Educ.

THURSDAY cont'd

HILLSIDE RM - Program XI

Nevada Association of School Psychologists-- Individual Readings

"Contingency Management to Control Hyperactive School Children"

"On-Task Behavior"

"The Effect of Contingency on Multiple Reversals -- Some Preliminary Data"

"Perceptual Difficulty in the Elementary School"

SESSION #4

2:45 - 4:00 PM

ROOM #207 - Program XII

"Discussion of Local Drug Scene"

The panel will discuss the problems of the local drug scene and attempt to present some ideas and programs that may alleviate the problems.

PRESENTERS: *John Caserta*, Chairman Education Prevention Committee; *John Tachiara*, Director of Omega House; *Rod Smith*, Curriculum Supervisor, Washoe Co.; *Richard Christensen*, Dean of Boys, Wooster High School; *Bud Orr*, Executive Director, DETRAP

Monday, March 12, 1973

1:00 p.m. "Career Education in the Clark County School District"

Dr. Kenny Guinn
Superintendent, Clark County School District

1:15 p.m. "A Position and Policy Statement for Career Education"

Dr. Kenneth Hansen
Superintendent of Public Instruction
State Department of Education

1:45 p.m. "Career Education: A Humanistic Perspective"

Dr. Wesley Tennyson

2:45 p.m. Break

3:00 p.m. Small Group Discussions:

Group Leaders.... Dr. Wesley Tennyson
and
Dr. Cliff Helling

4:00 p.m. Dismissal

Tuesday, March 13, 1973

9:00 a.m. "The Robbinsdale Career Education Program"

Dr. Cliff Helling

10:00 a.m. Small Group Discussions:

Group Leaders.... Dr. Wesley Tennyson
and
Dr. Cliff Helling

10:45 a.m. Break

11:00 a.m. "Objective Based Career Guidance"

Dr. Don Dickinson
and
Mr. Larry Lochridge

12:00 Noon Lunch

1:30 p.m. "Washoe County School District Presentation"

Mrs. Geraldine Myers
and
Mr. Marshall McCurrdy

2:30 p.m. Break

3:00 p.m. "Clark County School District Videotapes Focusing on Career Education"

Mr. Chuck Santelman

4:00 p.m. Dismissal

WESTERN HIGH SCHOOL

4601 WEST BONANZA ROAD • 702-870-6911 • LAS VEGAS, NEVADA 89107

ADMINISTRATIVE COUNCIL

Bruce E. Miller, Principal

Frank Brusa, Asst. Principal
Ralph Cadwallader, Asst. Principal
Dr. Gary Cameron, Asst. Principal

January 2, 1973

Dear Parents:

It is our pleasure to invite you to a Profile Interpretation Meeting to be held Wednesday evening, January 10, 1973 at 8 p.m. in the library at Western High School.

The purpose of the meeting is to offer you an opportunity to view a profile of your son's or daughter's grades, test results, career aspirations and educational aspirations. This information has been used with your son or daughter in a cooperative effort of the counseling staff and orientation teachers under the coordination of an ESEA, Title III grant by the State Department of Education.

Some of the profiles may be incomplete because not all students were in attendance on every testing occasion.

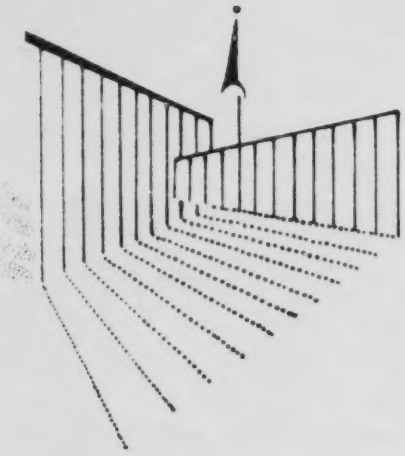
We sincerely hope that you will take advantage of this opportunity and we will be looking forward to seeing you at the meeting.

Sincerely,

Bruce E Miller

Western High School
Bruce Miller, Principal

ACCREDITED BY THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS



ROBERT O. GIBSON JUNIOR HIGH SCHOOL
CLARK COUNTY SCHOOL DISTRICT
3900 West Washington Avenue
Las Vegas, Nevada 89107
Telephone 870-6011

CAROLE G. SORENSEN, PRINCIPAL
LEONARD L. ROBINSON, ASSISTANT PRINCIPAL
RAY MORGAN, DEAN OF STUDENTS

March 30, 1973

Dear Parents:

It is our pleasure to invite you to a Profile Interpretation Meeting to be held Wednesday evening, April 11, 1973 at 8 p.m. in the library at Gibson Junior High School.

The purpose of the meeting is to offer you an opportunity to view a profile of your son's or daughter's grades, test results, career aspirations and educational aspirations. This information has been used with your son or daughter in a cooperative effort of the counseling staff and English teachers under the coordination of an ESEA, Title III grant by the State Department of Education.

Some of the profiles may be incomplete because not all students were in attendance on every testing occasion.

We sincerely hope that you will take advantage of this opportunity and we will be looking forward to seeing you at the meeting.

Sincerely,

Carole G. Sorensen

Robert O. Gibson Junior High School
Carole G. Sorensen, Principal

BEST COPY AVAILABLE

WESTERN HIGH SCHOOL

4601 WEST BONANZA ROAD • 702-870-6911 • LAS VEGAS, NEVADA 89107

ADMINISTRATIVE COUNCIL

Bruce E. Miller, Principal

Frank Brusa, Asst. Principal
Ralph Cadwallader, Asst. Principal
Dr. Gary Cameron, Asst. Principal

May 14, 1973

Dear Parents:

It is our pleasure to invite you to a Profile Interpretation Meeting to be held Wednesday evening, May 23, 1973 at 7:30 p.m. in Room 108-110 at Western High School.

The purpose of the meeting is to offer you an opportunity to view a profile of your son's or daughter's grades, test results, career aspirations, and educational aspirations. This information has been used with your son or daughter in a cooperative effort of the counseling staff and orientation teachers under the coordination of an ESEA, Title III grant by the State Department of Education.

Some of the profiles may be incomplete because not all students were in attendance on every testing occasion.

We sincerely hope that you will take advantage of this opportunity and we will be looking forward to seeing you at the meeting.

Sincerely,

B E Miller

Western High School
Bruce Miller, Principal

ACCREDITED BY THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

PARENTS QUESTIONNAIRE

1. I would estimate my son or daughter's last year's average grade to be about _____.

2. On the Metropolitan Achievement Test that your son or daughter took last year, their highest achievement score was _____.

3. The career that I would like my son or daughter to achieve is to become _____.

4. The amount of education I would like to have my son or daughter complete is _____.

5. The degree to which the profile helped me gain an overall look at my son or daughter's grades, test scores, and aspirations was:

Extremely Helpful	Very Helpful	Moderately Helpful	Not Very Helpful	Not At All Helpful
_____	_____	_____	_____	_____

APPENDIX C

WORKSHOP I MATERIALS

Course Outline

Questionnaire

Results of Questionnaire

Samples of Objectives Developed

CLARK COUNTY SCHOOL DISTRICT

* OBJECTIVE-BASED CAREER GUIDANCE: INFORMATION ABOUT SELF THROUGH USE OF PROFILES

The course will begin October 24, 1972, and end December 12, 1972, with eight (8) classroom sessions, each having a duration of two (2) hours of classroom instruction. The sessions will be held on Tuesdays from 1:30 p.m. to 3:30 p.m. A regular school facility will be provided by the Clark County School District at Western High School, Room 16.

This course is designed for both teachers and counselors to give an overview of the use of a profile in counseling, and development of behavioral objectives in order to establish an objective-based guidance program with the following objectives:

1. To provide detailed information regarding the tests needed for the profile.

2. To develop counselors and teachers proficiency in the administration of the pretest and posttest profile questionnaire.

3. To develop knowledge of the characteristics of an objective-based approach to guidance.

4. To develop an objective-based career guidance program for their respective school

Course Schedule:

October 24	General overview Dr. Donald Dickinson, Coordinator of Special Student Services
October 31, November 7, 14	Presentation of objective-based approach to guidance Phyllis Carl, Counselor, Urban High School
November 21	Presentation of test information for profile and pretest-posttest questionnaire Larry Lochridge, Project Manager
November 28, December 5, 12	Development of individual application of objective-based approach to guidance

* This project is sponsored under ESEA Title III Funds as administered by the Nevada State Department of Education.

Text and Resources:

Sullivan, Howard J. and O'Hare, Robert W., "Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives." California Personnel and Guidance Association, Monograph Number 3, 1971.

Enrollment:

All certificated personnel in secondary schools in the Clark County School District and private schools are eligible to take this course with principal's permission for released time.

To register call the Objective-Based Career Guidance Office, 870-6911, ext. 50.

Future Workshops:

Sometime after Christmas vacation a second workshop will be held. This workshop will be developed around the theme of career information and career interest tests. A third workshop will be conducted towards the end of the school year. A review of the previous two workshops and a follow-up of objective-based programs will be included in the goals of this workshop.

FIRST WORKSHOP QUESTIONNAIRE

	Extremely helpful	Very helpful	Moderately helpful	Not very helpful	Not at all helpful
1. General overview of the program. Comment:	_____	_____	_____	_____	_____
2. Management by objective. Comment:	_____	_____	_____	_____	_____
3. Information related to the profile. Comment:	_____	_____	_____	_____	_____
4. Writing of objectives.	_____	_____	_____	_____	_____

5. Additional Comments:

Number of Sessions _____

FIRST WORKSHOP - QUESTIONNAIRE RESULTS *

	Extremely Helpful	Very Helpful	Moderately Helpful	Not Very Helpful	Not At All Helpful	No Response
General overview of the program	26.5%	35.3%	35.3%	2.9%	0 %	0 %
Management by objective	23.5%	35.3%	29.4%	8.8%	0 %	2.9%
Information related to the profile	23.5%	44.1%	26.5%	5.9%	0 %	0 %
Writing of objectives	26.5%	32.4%	26.5%	11.8%	0 %	2.9%

	Yes	No	Partially	No Response
Were you given released time?	67.4%	5.9%	20.6%	5.9%

	1	2	3	4	5	6	7	8
Number of sessions attended	0 %	2.9%	2.9%	5.9%	2.9%	11.8%	23.5%	50%

Comments:

"As a beginning counselor, I think the Workshop was very helpful in every way."

"More time was needed for the student profile."

"Helpful in as much as accountability will be accomplished."

"Would like to have the next one for credit if possible."

"The practical aspects were good, the other presentations were too general."

"More time should have been given to the profile. Too much theory and not enough specifics and practical information given."

"All counselors should be involved in this program. Principals should be included in 2nd workshop."

"Well planned."

"Would like credit for next workshop and no release time."

*
52 workshop participants
34 responses to questionnaire

Dale Foreman
Boulder City

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA Information about Self-Ability

OBJECTIVE: That 90% will be able to indicate their last year's G.P.A.; highest grade and subject; lowest grade and subject; and English and math grades, being accurate within one stanine.

PRIORITY

MEASUREMENT METHOD

Pre and Post test using Profile.

PROGRAM OF ACTIVITIES	STARTED	COMPLETED	TOTAL TIME
Students informed about self-ability			
Organization of pre-testing			
Pre-test with Profile			
Give results to students			
Present correct information to students			
Post-test with Profile			

ACTUAL PERFORMANCE

S. Catanese
Jim Bridger Jr. High

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA Information about Self-Achievement

OBJECTIVE: That 85% of the students will be able to list their highest and lowest areas, and indicate what their score was on the MAT(8th) or ITED (10th) within one stanine.

PRIORITY

MEASUREMENT METHOD

Pre and post test - any kind

PROGRAM OF ACTIVITIES	STARTED	COMPLETED	TOTAL TIME
Order test materials - Test Coordinator	11-1	1-30	2 hours
Organize testing, arrange for rooms, procter, etc.			
Administer test, organize for scoring, etc. Counseling staff			
Distribute copies of test results to student with explanation and interpretation - Staff			
Pre test			

ACTUAL PERFORMANCE

Garside Jr. High

OBJECTIVE RECORD SHEET

SERIALS

	EFFECTIVENESS AREA		
4	Students complete Metropolitan Achievement test and the Otis Lennon Mental Abilities test and plan course of study for high school graduation.		
	OBJECTIVE		PRIORITY
4.2	70% to 90% of the 8th grade students will be able to list areas of highest and lowest areas of achievement following counseling and testing program. Also, will be able to list high school graduation requirements.		1
	MEASUREMENT METHOD		
	Written survey (students). Phone calls to parents (randomly selected names).		
	PROGRAM OF ACTIVITIES	DATE	COMPLETED
4.2.1	Alert 8th grade Language Arts teachers concerning testing and counseling program.	E.O. 11-10	
4.2.2	Students will participate in discussion of academic testing and high school course planning and graduation requirements.	E.O. 11-15	
4.2.3	Students complete Metropolitan Achievement test and the Otis Lennon Mental Abilities test.	E.O. 11-30	
4.2.4	Students participate in group counseling sessions in the Language Arts classes, and receive test score print-out.	E.O. 1-20	
4.2.5	Students request and attend individual counseling session if they desire more complete information about themselves.	E.O. 1-29	
4.2.6	Survey completed by students (written), listing highest and lowest area of achievement as measured by Metropolitan and Otis Lennon.	E.O. 2-10	
4.2.7	Students plan course of study for high school in Language Arts classes, in group sessions.	E.O. 2-15	
4.2.8	Parents receive print-out of test scores by mail.	E.O. 2-25	
4.2.9	Parents respond to telephone survey. 40% to 70% of the parents contacted will be able to discuss highest and lowest areas of their student's achievement.	E.O. 2-28	
	ACTUAL PERFORMANCE		

BEST COPY AVAILABLE

Garside Jr. High

OBJECTIVE RECORD SHEET

SERIALS

3	EFFECTIVENESS AREA 9th grade students will know about their own academic abilities as they relate to career planning and high school registration.		
3.2	OBJECTIVE 70% to 90% of the 9th grade students will be able to list highest and lowest academic areas according to most recent print-out of metropolitan test scores. Students will also be able to complete a program of high school courses for 10th grade and be able to list two career choices, with approximate salary and educational requirements.	PRIORITY 1	
	MEASUREMENT METHOD Written survey to be completed by each student in 9th grade		
	PROGRAM OF ACTIVITIES	DATE	COMPLETED
3.2.1	Schedule individual conference with each 9th grade Language Arts teacher concerning counseling program pertaining to career guidance and high school registration for 10th grade.	E.O 10-1	
3.2.2	Students receive test scores and information about standardized tests, career planning, high school course selection and high school graduation requirements, in their English classes.	E.O. 10-15	
3.2.3	Individual conferences held with each student who requests more information about himself. This conference to take place during period from October 10 to October 30.	E.O. 10-30	
3.2.4	Survey 9th grade (written instrument) to determine success of counseling program. Students will be able to list in writing on the survey sheet, their individual areas of highest and lowest achievement and be able to list at least two career choices that are compatible with their achievement and interest. This will include approximate salary (annual) and educational requirements.	E.O. 11-10	
3.2.5	Students will complete a program and alternate program in preparation for 10th grade registration.	E.O. 1-30	
	ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

SERIALS

5

EFFECTIVENESS AREA

9th grade students select career area and register for sophomore year at Vo. Tech

5.2

OBJECTIVE

Students participate in program of gathering information about career area and complete registration.

PRIORITY

1

MEASUREMENT METHOD

Report received from Vo. Tech counselors regarding completed registrations

	PROGRAM OF ACTIVITIES	DATE	COMPLETED
5.2.1	Alert 9th grade teachers concerning assembly for all students (9th) who plan to attend Vo. Tech	E.O. 2-25	
5.2.2	Students request individual conferences, if desired, before completing application form.	E.O. 3-10	
5.2.3	Students complete application and return to counselor's office	E.O. 3-20	
5.2.4	Students participate in field trip to Vo. Tech and receive pre-registration forms.	E.O. 3-25	
5.2.5	Individual conferences with students who are accepted at Vo. Tech	E.O. 4-1	

ACTUAL PERFORMANCE

APPENDIX D

WORKSHOP II MATERIALS

Course Outline

Schedule of Speakers

Questionnaire and Results

Sampling of Objectives Developed

CLARK COUNTY SCHOOL DISTRICT

Professional Development Education Course Number 254

OBJECTIVE-BASED CAREER GUIDANCE: CAREER INFORMATION

1.0 Length of Course

1.1 The course will begin February 20, 1973, and end April 10, 1973.

1.2 There will be eight (8) classroom sessions, each having a duration of two (2) hours of classroom instruction.

1.3 Classroom sessions will be held on Tuesdays from 3:30 p.m. to 5:30 p.m.

1.4 There will be no minimum enrollment; maximum enrollment will be fifty (50) participants. Preregistration is required.

2.0 Instructional Staff

2.1 Dr. Thomas Cassese, Chairman, Department of Educational Foundations and Counseling and Associate Professor of Education, University of Nevada, Las Vegas. Dr. Cassese received his Ed. D. at the University of Miami, Florida.

2.2 Dr. Donald Dickinson, Coordinator of Special Student Services, Clark County School District.

2.3 Larry Lochridge, Project Manager, ESEA, Title III Project, Objective-Based Career Guidance Program.

3.0 Facilities

3.1 A regular school facility will be provided by the Clark County School District at Roy Martin Junior High School in Room 103.

4.0 Course Content and Objectives

4.1 The course title is "Objective-Based Career Guidance: Career Information.

4.2 This course is designed for both teachers and counselors to be presented material regarding career information programs exploring a variety of approaches and developing objective-based approaches in order to evaluate the various career information programs.

4.3 The course objectives are:

4.3.1 To develop a knowledge of what should be included in the career information program as a model program.

4.3.2 To provide a knowledge of the major characteristics of a number of different approaches to presenting career information to students.

4.3.3 To develop career program objectives which will indicate those areas of importance the student should consider in career information.

4.3.4 To provide information regarding a variety of interest inventories.

5.0 Course Outline and Time Allotments are:

5.1	Presentation of background information and a review of characteristics of a model program	4 hours
5.2	Presentation of various career programs	10 hours
5.3	Presentation of interest inventories	2 hours
5.4	Summary of program	2 hours

6.0 The Instructional Procedures

6.1 Lecture

6.2 Demonstration

6.3 Discussion

6.4 Participant presentation

7.0 Specific Course Requirements for Participants

7.1 Absences - - NONE, except in cases of emergency.

7.2 Submit a written procedure establishing an objective-based career guidance program for their respective school.

7.3 Demonstrate knowledge of materials assigned.

7.4 Grades will be based on the judgment of the instructor. A "credit" or "non-credit" evaluation will be given at the completion of the course.

7.5 Students are expected to study at least two (2) hours outside the class for every hour of instruction.

8.0 Text and Resources

8.1 No text will be required. Readings will be assigned from the bibliography list.

9.0 Enrollment

9.1 All certificated personnel in secondary school in the Clark County School District and private schools are eligible to take this course.

9.2 This course will qualify each person who successfully completes the course to receive one (1) Clark County District Professional Growth Credit. This one (1) credit will apply also toward State Recertification.

9.3 There is no fee for this course.

10.0 Bibliography

10.1 Baer, Max F. & Roeber, Edward G. Occupational Information: The Dynamics of Its Nature and Use. 3rd ed., Chicago, Science Research Associates, 1964.

10.2 Borow, Henry. Man in a World At Work. Boston, Houghton Mifflin, 1964.

10.3 Brewer, John and Landy, Edward. Occupations Today. Boston, Ginn, 1956.

10.4 Cunha, Joseph E., et al., "Career Development: A California Model for Career Guidance Curriculum K - Adult" California Personnel & Guidance Association Monograph Number 5, 1972.

10.5 Forrester, Gertrude. Occupational Literature: An Annotated Bibliography. rev. ed. New York, H.W. Wilson Co., 1971.

10.6 Greenleaf, Walter J. Occupations and Careers. New York, McGraw Hill, 1955.

10.7 Hoppock, Robert. Occupational Information: Where to Get It and How to Use It in Counseling and Teaching. 3rd ed. New York, McGraw Hill, 1967.

10.8 Isaacson, Lee E. Career Information in Counseling and Teaching. 2nd ed. Boston, Allyn and Bacon, 1972.

10.9 Kitson, Harry. I Find My Vocation. New York, McGraw Hill, 1964.

10.10 Norris, Willa, Ziran, Franklin R. and Hatch, Raymond N. The Information Service in Guidance: Occupational, Educational, Social. 2nd ed. Chicago, Rand McNally, 1966.

10.11 Shartle, Carroll. Occupational Information: Its Development and Application. 3rd ed. Englewood Cliffs, Prentice Hall, 1959.

10.12 Periodicals and Indexes

10.12.1 "Employment Service Review", U.S. Department of Labor.

10.12.2 "The Monthly Labor Review", U.S. Department of Labor.

10.12.3 "The Occupational Outlook Quarterly", U. S. Department of Labor.

10.12.4 Counselor's Information Service, B'nai B'rith Vocational Service, 1640 Rhode Island Ave., N.W. Washington, D.C.

10.12.5 Career Guidance Index, Careers, Box 135, Largo Florida.

10.12.6 Career Index, Chronicle Guidance Publications, Moravia, N.Y.

10.12.7 Guidance Exchange, Occu-Press, 489 Fifth Ave., N.Y., N.Y.

10.12.8 Occupational Index, Personnel Services, Jaffrey, New Hampshire.

10.12.9 "Current Occupational Literature" Vocational Guidance Quarterly, 1605 New Hampshire Ave., N.W. Washington, D.C.

OBJECTIVE-BASED CAREER GUIDANCE

Second Workshop - Career Information

1973

February 20	Dr. Cassese will make presentations to establish goals and models for the program.
February 27	Dr. Dickinson and Larry Lochridge will present a review of the Objective-Based Career Guidance Program.
March 6	J. C. Fremont - Ron Keller, Counselor Basic High - Charles McLaughlin, Counselor
March 13	John Dooley Vo-Tech - Terry Jones, Counselor
March 20	Hyde Park - Faye Palmer, Counselor Western High - Larry Bray, Orientation teacher
March 27	Clark High - Robert Wilcox, Counselor Interest Inventory Report - Stan Scheiner, Orientation teacher
April 3	Writing Seminar
April 10	Summary

CLARK COUNTY SCHOOL DISTRICT
Professional Development Education Course Evaluation

Course Name Objective-Based Career Guidance: Career Information PDE# 254

Date Completed April 10 , 19 73 Instructor Dr. Cassese

PLEASE APPROACH THIS EVALUATION IN AN OBJECTIVE AND UNBIASED MANNER. BE CONSCIENTIOUS AND ACCURATE IN ORDER TO LEND AUTHENTICITY AND VALUE TO YOUR ANSWERS.

RATING CODE:

AS - Agree Strongly
A - Agree
U - Uncertain
D - Disagree
DS - Disagree Strongly

Your Name _____ School _____
(Optional)

COURSE EVALUATION	AS	A	U	D	DS
1. Course content was consistent with title and description	11	14	-	-	-
2. Course was very worthwhile. Would recommend it to others	12	7	5	1	-
3. Credit given was commensurate to requirements	5	13	5	1	-
4. Length of course was appropriate for material covered	6	14	2	3	-
5. Adequate materials were available when needed	10	14	-	1	-
INSTRUCTOR EVALUATION (If more than one instructor, evaluate as one person)					
1. Possessed an accurate knowledge & depth of subject	13	11	-	1	-
2. Course content well planned, carefully organized, clear, suited to group and objectives of course	10	10	2	3	-
3. Selected & used well a variety of effective presentation techniques--varied & stimulating approaches	10	11	2	2	-
4. Attempted to meet the needs, interests, & experience-level of the participants as best he could within the limitation of time and class size	10	12	2	1	-
5. Presentations were clear, fluent, interesting, and stimulating	7	11	6	-	1
6. Poised, emotionally balanced, confident, able to see humor of situations, reasonable in all dealings with participants	7	15	3	-	-
7. Caused participants to think	6	13	5	1	-
8. Should instruct future courses in this area	10	12	2	-	1

PLEASE WRITE FURTHER COMMENTS ABOUT INSTRUCTOR AND/OR COURSE ON THE REVERSE SIDE OF THIS SHEET. ALSO, RECOMMENDATIONS FOR FUTURE PDE COURSES OR IMPROVEMENT OF OVERALL PROGRAM WOULD BE APPRECIATED.

OBJECTIVE RECORD SHEET

Valene Snell
Billie Shank

SERIALS

EFFECTIVENESS AREA CAREER INFORMATION

OBJECTIVE: 80% of all 9th grade students will have pre-registered in 10th grade classes appropriate for their career choices as indicated by their student profiles.

PRIORITY

MEASUREMENT METHOD

Comparison of student profile and pre-registration schedule program.

PROGRAM OF ACTIVITIES	STARTED	COMPLETED	TOTAL TIME
Student profile sheets reviewed in English I classes.		EO-1/10/74	12 hrs.
Orientation of pre-registration procedures and materials for 10th grade in high school.		EO-1/15/74	12 hrs.
Review career clusters and related subject areas.		EO-1/22/74	6 hrs.
Schedule individual and group counseling sessions for students who desire more information.		EO-1/31/74	10 hrs.
Students will fill our pre-registration course selections and give at least one reason for wanting to take the course.		EO-2/3/74	6 hrs.
Compare profiles and pre-registration sheets.		EO-2/10/74	6 hrs.

ACTUAL PERFORMANCE

COLLEGE WORK SHEET

Valene Snell
Billie Shank

SERIALS

EFFECTIVENESS AREA CAREER INFORMATION

OBJECTIVE: 75% of all 8th grade students will be able to identify the job family clusters in which they are most interested and the level of education required for at least three occupations within the cluster

PRIORITY

MEASUREMENT METHOD

Pre - and Post testing.

PROGRAM OF ACTIVITIES	STARTED	COMPLETED	TOTAL TIME
Administer the pre-test to 8th grade students in their Language Arts classes.		EO- 3/1/74	12 hrs.
Identify students who need more information relative to career clusters.		EO- 3/15/74	5 hrs.
Organize small groups to discuss job family clusters and specific careers within the clusters.		EO- 4/15/74	16 hrs.
Post-test		EO-4/30/74	12 hrs.

ACTUAL PERFORMANCE

Valene Snell
Billie Shank

SERIALS

EFFECTIVENESS AREA CAREER INFORMATION

OBJECTIVE: 80% of all eighth grade students can (1) list at least two career areas for each subject in which they are scheduled (2) will be able to see the relationship between classes in which they are enrolled and future careers.

PRIORITY

MEASUREMENT METHOD

Questionaire prepared by the counseling staff.

PROGRAM OF ACTIVITIES	STARTED	COMPLETED	TOTAL TIME
Orientation of all 8th grade teachers to the planned career information program.		EO- 9/15/73	2hrs.
Help 8th grade teachers with written plans of a unit of one to three weeks showing the relationship of careers to his particular subject area		EO- 11/1/73	4 hrs.
Career unit program presented to 8th grade class		EO- 1/15/74	-
Evaluation of program through questionnaire administered in all language arts classes		EO- 1/20/74	8 hrs.

ACTUAL PERFORMANCE

OBJECTIVE RECORD SHEET

Valene Snell

SERIALS — Billie Shank

EFFECTIVENESS AREA: CAREER INFORMATION

OBJECTIVE: 90% of all 7th grade students will know the procedure for finding the major duties, educational requirements, salary range, trends and possible advancement of five careers of their choice using the Career Center in the library.

PRIORITY

MEASUREMENT METHOD

Pre- and post-testing.

PROGRAM OF ACTIVITIES	STARTED	COMPLETED	TOTAL TIME
Assist the librarian in conducting Career Center orientation for small groups.		EO- 10/15/73	4 hrs
Pre-test covering procedure.		EO- 11/30/73	6 hrs.
Evaluate pre-tests and confer with teachers relative to pre-test results.		EO- 12/8/73	6 hrs.
Classroom review (Social Studies) of information needed as was indicated by the pre-test.		EO-12/15/73	12 hrs *
Post-test		EO-1/25/74	6 hrs.

* Teacher time.

ACTUAL PERFORMANCE

APPENDIX E

RELATED ACTIVITIES

Student Evaluation of Profile

Results of Student Evaluation - Gibson

Results of Student Evaluation - Western 1st Semester

Results of Student Evaluation - Wester 2nd Semester

Interest Inventory Survey

Catalog of Career Materials - Gibson

Career Clusters - Western

Western Counseling Objectives

Request for Data Processing Support

Estimated Data Processing Requirements

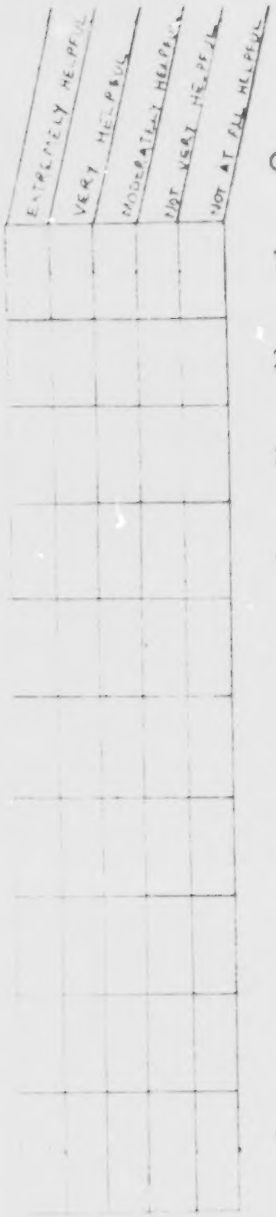
Title II Proposal

Junior and Senior High School List of Title II Materials

Senior High School List of Title II Materials

Junior High School List of Title II Materials

Survey Course in Vocational Education - Gibson



STUDENT EVALUATION OF PROFILE

Grade_____ Date_____ Sex_____ Section_____

1. The extent to which the profile helped me take a look at my overall grades.
2. The degree to which the profile helped me get a review of my past test scores.
3. The extent to which the profile helped me determine if my career choice is in accord with my educational goals.
4. The degree to which the profile helped me understand if my grades are in keeping with my achievement scores.
5. The extent to which the profile helped me determine if my grades were in accord with my career choice.
6. The degree to which the profile helped me determine if my achievement scores are in keeping with my career choice.
7. The extent to which the profile helped me understand if my grades were in accord with my educational goals.
8. The extent to which the profile helped me determine if my career choice was well chosen.
9. The degree to which the profile helped me determine if my educational goals were well chosen.
10. The degree to which the profile helped me understand myself.

Comments:

R. O. Gibson Junior High School *

STUDENT EVALUATION OF PROFILE

Grade 9 Date _____ Sex _____ Section _____

	EXTREMELY HELPFUL	VERY HELPFUL	MODERATELY HELPFUL	NOT VERY HELPFUL	NOT AT ALL HELPFUL
**	2	42	48	6	1
	17	21	46	14	2
	26	42	27	5	-
	12	38	38	11	-
	22	43	26	7	1
	11	41	40	9	-
	16	42	32	7	2
	20	37	26	16	1
	4	47	35	10	5
	11	30	38	15	6

1. The extent to which the profile helped me take a look at my overall grades.
2. The degree to which the profile helped me get a review of my past test scores.
3. The extent to which the profile helped me determine if my career choice is in accord with my educational goals.
4. The degree to which the profile helped me understand if my grades are in keeping with my achievement scores.
5. The extent to which the profile helped me determine if my grades were in accord with my career choice.
6. The degree to which the profile helped me determine if my achievement scores are in keeping with my career choice.
7. The extent to which the profile helped me understand if my grades were in accord with my educational goals.
8. The extent to which the profile helped me determine if my career choice was well chosen.
9. The degree to which the profile helped me determine if my educational goals were well chosen.
10. The degree to which the profile helped me understand myself.

* N = 81

**Results tabulated in percentages

Western High School - First Semester *

STUDENT EVALUATION OF PROFILE

Grade 10 Date _____ Sex _____ Section _____

	Extremely Helpful	Very Helpful	Moderately Helpful	Not Very Helpful	Not At All Helpful	
**	13	32	45	6	4	1. The extent to which the profile helped me take a look at my overall grades.
	13	38	32	11	6	2. The degree to which the profile helped me get a review of my past test scores.
	21	36	30	9	4	3. The extent to which the profile helped me determine if my career choice is in accord with my educational goals.
	9	47	32	11	2	4. The degree to which the profile helped me understand if my grades are in keeping with my achievement scores.
	19	40	26	15	-	5. The extent to which the profile helped me determine if my grades were in accord with my career choice.
	9	45	26	17	4	6. The degree to which the profile helped me determine if my achievement scores are in keeping with my career choice.
	13	40	28	19	-	7. The extent to which the profile helped me understand if my grades were in accord with my educational goals.
	11	32	34	15	9	8. The extent to which the profile helped me determine if my career choice was well chosen.
	9	36	36	15	4	9. The degree to which the profile helped me determine if my educational goals were well chosen.
	9	26	32	19	15	10. The degree to which the profile helped me understand myself.

* N = 47

**Results tabulated in percentages.

Western High School - Second Semester*

STUDENT EVALUATION OF PROFILE

Grade 10 Date _____ Sex _____ Section _____

	Extremely Helpful	Very Helpful	Moderately Helpful	Not Very Helpful	Not At All Helpful	
**	14	33	40	11	3	1. The extent to which the profile helped me take a look at my overall grades.
	14	29	43	12	3	2. The degree to which the profile helped me get a review of my past test scores.
	23	41	23	7	6	3. The extent to which the profile helped me determine if my career choice is in accord with my educational goals.
	18	31	37	8	6	4. The degree to which the profile helped me understand if my grades are in keeping with my achievement scores.
	19	35	25	14	6	5. The extent to which the profile helped me determine if my grades were in accord with my career choice.
	12	32	39	12	6	6. The degree to which the profile helped me determine if my achievement scores are in keeping with my career choice.
	10	37	39	9	5	7. The extent to which the profile helped me understand if my grades were in accord with my educational goals.
	12	26	36	14	12	8. The extent to which the profile helped me determine if my career choice was well chosen.
	8	31	41	17	3	9. The degree to which the profile helped me determine if my educational goals were well chosen.
	13	24	30	18	15	10. The degree to which the profile helped me understand myself.

* N = 111

**Results tabulated in percentages

STUDENT EVALUATION OF INTEREST INVENTORIES

Name of Interest Survey _____

Period _____ Date _____

1. Did you feel that the instructions were clear and easy to follow?

2. Did the questions seem related to things that might be important when choosing a career?

3. Did you enjoy taking the interest inventory?

4. Do you feel that it's best to get the results back right away?

5. Were the results easy to understand?

6. Were the jobs or job areas indicated by your scores, ones you think you would like or could do well in?

7. Did the inventory results provide you with any new information about yourself?

8. Do you feel that the results indicated your actual interests?

Comments:

STUDENT EVALUATION OF INTEREST INVENTORIES

The following are the results of the students' evaluation of the different inventories administered to Mr. Scheiner's orientation classes in March, 1973. The results are reported in percentage form. 100% is not achieved in all cases due to no responses.

1. Did you feel that the instructions were clear and easy to follow?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
*COPS	64	36	8	8	4
JOB-O	48	32	19	-	-
Kuder-DD	70	26	-	-	-
Kuder-E	36	48	8	8	-
**OVIS	54	42	4	-	-

2. Did the questions seem related to things that might be important when choosing a career?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	4	36	44	4	4
JOB-O	13	61	19	6	-
Kuder-DD	13	52	22	13	-
Kuder-E	4	44	48	-	4
OVIS	13	50	33	4	-

3. Did you enjoy taking the interest inventory?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	24	28	16	12	20
JOB-O	39	19	13	13	16
Kuder-DD	26	48	17	-	9
Kuder-E	8	36	24	8	20
OVIS	29	21	21	17	13

4. Do you feel that it's best to get the results back right away?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	48	28	12	8	-
JOB-O	58	23	13	3	3
Kuder-DD	65	22	4	-	9
Kuder-E	52	28	12	4	4
OVIS	46	33	17	4	-

5. Were the results easy to understand?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	28	48	20	-	-
JOB-O	48	29	10	10	3
Kuder-DD	39	43	9	9	4
Kuder-E	32	48	4	12	4
OVIS	25	29	29	4	13

6. Were the jobs or job areas indicated by your scores ones you think you would like or could do well in?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	40	24	12	4	16
JOB-O	10	39	29	6	16
Kuder-DD	22	65	4	-	9
Kuder-E	12	48	12	20	8
OVIS	38	25	29	-	8

7. Did the inventory results provide you with any new information about yourself?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	12	16	32	20	16
JOB-O	10	26	32	23	10
Kuder-DD	39	22	22	-	13
Kuder-E	8	44	8	20	20
OVIS	17	17	42	21	4

8. Do you feel that the results indicated your actual interests?

	ALWAYS	MOSTLY	SOMETIMES	RARELY	NOT AT ALL
COPS	24	32	20	4	16
JOB-O	13	26	29	13	19
Kuder-DD	30	39	9	13	9
Kuder-E	12	16	20	36	16
OVIS	29	42	17	13	-

* COPS - California Occupational Preference Survey
** OVIS - Ohio Vocational Interest Survey

CAREER EDUCATION RESOURCE MATERIALS

R.O. Gibson Junior High

BOOKS

1. Career Opportunities- Gives a description of various occupations.
2. Career Information: A Directory of Free Materials for Counselors and Teachers.
3. Basic Facts About Military Service
4. Nevada's Health Occupations
5. Questions and Answers About the United States Air Force
6. Guide to College Majors
7. Occupational Training Directory- Contains information about various colleges
8. Career Index- Gives you sources where you may get free and inexpensive career materials of interest to students
9. Your Practical Guide To College Admission
10. Nevada Labor Unions, Apprenticeships, Committees and Licensing Agencies
11. E.G. & G Job Classifications
12. Las Vegas Area Wage Survey
13. Dictionary of Occupational Titles- Volume I Definition of titles
    Volume II Occupational Classification

    Supplement 2 to the D.O.T.

    Selected Characteristics of Occupations- A Supplement to the D.O.T.
14. Women in the Navy- The Jobs They Do
15. Occupational Outlook Handbook- 3 copies
16. Student Aid Annual 1970-71
17. U.S. Manpower in the 1970's
18. Nevada Occupational Briefs
19. Call Them Heroes Books 1-4
20. SRA Job Family Series- 2 sets

    Jobs in
    - Science
    - Mechanical Work
    - Outdoor Work
    - Technical Work
    - Selling
    - Clerical Work
    - Engineering
    - Mathematics
    - Building Construction Trades
    - Health
    - Agriculture
    - Art
    - Publishing
    - Performing Arts
    - Psychology
    - Unusual Occupations
    - Professional Home Economics

21. Career Opportunities Directory

Booklets

22. "Am I Qualified to Enter Work Experience Education?"
23. Careers in Taxation
24. Jobs For Which Junior College, Technical Institute or Other Specialized Training is Usually Required
25. Jobs For Which Apprenticeship Training is Available
26. Careers in Technical Occupations
27. Can I Be A Craftsman?
28. Can I Be A Scientist or Engineer?
29. This Is What We Can Offer- Nevada State Employment Service
30. Federal Job Opportunities- Typist, Clerk, Steno
31. Law Enforcement And Related Jobs
32. Working For The U.S.A.
33. Nevada Unemployment Compensation Law
34. Federal Jobs Overseas
35. Thinking About Dropping Out
36. Federal Employment Opportunities In Nevada
37. Science & Your Career
    Foreign Languages & Your Career
    English & Your Career
    Social Science & Your Career
    Liberal Arts & Your Career
    Biology & Your Career
    Math & Your Career
38. Job Training Suggestions For Women & Girls
39. List Of Industries & Businesses In Clark County
40. Job Guide For Young Workers
41. So You Want To Go To Work
42. Planning Your Career
43. List Of Potential Employment Opportunities In The Las Vegas Area

Poster Sets

Careers In Art

Getting A Job

How To Keep Your Job

Directories

1. Handbook Of Private Schools
2. Youth Affairs Directory
3. Community Service Directory
4. Potential Employment Opportunities In The Las Vegas Area
5. Career Index
6. Career Information: A Directory Of Free Materials

Kits

1. Chronicle Career Kit
2. Library Reference Kit On Chiropractic
3. Unemployment Is A Social Problem- Multi- Media Kit
4. Job Experience Kit
   - Medical Technologist
   - Librarian
   - Lawyer
   - Designer
   - Automobile Mechanic
   - Accountant
   - Carpenter
   - Plumber
   - Draftsman
   - Appliance Serviceman
   - Police Officer
   - Salesperson
   - Motel Manager
   - Truck Driver
   - Electronic Technician
   - X-Ray Technician
   - Veterinarian
   - Elementary School Teacher
   - Secretary
   - Beautician
5. S.R.A. Career Information Kit
6. Nevada Employment Security Packet

Workbooks

1. Your Job And Your Future- Books 1 & 2
2. Finding Your Orbit- Designed to help students analyze interests abilities and make realistic career choices. With summary sheets
3. High School Equivalency Examinations
4. The World of Work
5. The Jobs You Get
6. I Want A Job

Instruction Guides

1. Career Education Program- Volumes 1-3
2. Resource Materials Guide For Experimental Program In Career Education K-12
3. Abstracts Of Instructional Materials For Career Education
4. Military Guidance In Secondary Schools. Suggestions for teachers, principals and counselors.
5. Selected Career Education Programs For The Handicapped
6. Occupational Outlook Quarterly
7. Training Manual To The Dictionary of Occupational Titles

School Catalogues

Utah State University- Logan, Utah
Colorado State College- Greeley, Colorado
California State College- Fullerton, California
University of Nevada- Reno
Brigham Young University- Provo, Utah
University of Nevada- Las Vegas
United States Military Academy- Westpoint
University of Missouri- Rolla
Purdue University
United States Naval Academy- Annapolis
Redbook's Guide to Schools, Colleges, Camps and Home Study
A Counselor's Guide To Home Study Training
Clark County Community College
Arizona State University- Tempe
Mount Lowe Military and Naval Academy
Wasatch Academy- Mt. Pleasant, Utah- 4 year high school- college preparatory
Northern Arizona University- Flagstaff
University of Arizona- Tucson
United States Coast Guard Academy
Flintridge Sacred Heart Academy
Colorado State University- Fort Collins, Colorado
College of Southern Utah- Cedar City
University of Colorado- Boulder, Colorado
Pomfret School- College Preparatory- Pomfret, Connecticut
Navy Career Planner
Occupational Opportunities in the U.S. Marine Corps.
Directory of Business Schools
Southern Nevada Vocational Technical Center
A Counselor's Guide to U.S. Army ROTC
Army and Navy Academy- Carlsbad, California
Culinary Institute of America- New Haven, Connecticut
Directory of Accredited Private Home Study Schools 1971
United States Air Force Academy- Colorado Springs
Barnard, Bryn Mawr, Mt. Holyoke, Radcliffe, Smith, Vassar, Wellesley
Handbook of Private Schools

College Guides

1. Barron's Profiles of American Colleges
2. Barron's Guide to the Two Year Colleges
3. Barron's In Depth Guide to the Ivy League Schools
4. Barron's Handbook of Junior and Community College Financial Aid
5. College Bound
6. Barron's Handbook of American College Financial Aid

INTEREST AREA	SUGGESTED SEQUENCE	ADDI
3. Operating Technicians		
Typical Jobs: Camera Operator Lighting Technicians Audio Technicians Video Electronic Egnineer Floor Manager Projectionist Film Editor Script Proctor Typesetter Headline Operator Copy Reader Telephone & Telegraph Operators Interpreters	1st Year: Composition 1 Typing Elementary Algebra 1 & 2 Journalism 1 or 2 Foreign Language 1 & 2	
	2nd Year: Film Making Telecommunications Electronics 1 Geometry 1 & 2 Journalism 3 & 4 Stagecraft 1 Advanced Foreigh Language (Interpreter)	Drama Drafti
	3rd Year: Physics 1 & 2 Intermediate Algebra 1 & 2 Advanced Telecommunications Electronics 2 Advanced Film Making Advanced Photography	AOP
4. Maintenance Technicians		
Typical Jobs: T.V. Repair Radio Repair Telegraph Repair Telephone Repair	1st Year: Elementary Algebra 1 & 2 Industrial Crafts 1 & 2 Basic Design 1 & 2 Composition 1	
	2nd Year: Geometry 1 & 2 Industrial Crafts 3 Arts & Crafts 1 & 2 Electronics 1	
	3rd Year: Intermediate Algebra 1 & 2 Electronics 2	AOP Grap

STERS (2)

hineer

ph Operators

ns

	SUGGESTED SEQUENCE	ADDITIONAL ELECTIVES
1st Year:	Composition 1 Typing Elementary Algebra 1 & 2 Journalism 1 or 2 Foreign Language 1 & 2	
2nd Year:	Film Making Telecommunications Electronics 1 Geometry 1 & 2 Journalism 3 & 4 Stagecraft 1 Advanced Foreigh Language (Interpreter)	Drama (Lighting) Drafting
3rd Year:	Physics 1 & 2 Intermediate Algebra 1 & 2 Advanced Telecommunications Electronics 2 Advanced Film Making Advanced Photography	AOP in Audio Visual Center

1st Year:	Elementary Algebra 1 & 2 Industrial Crafts 1 & 2 Basic Design 1 & 2 Composition 1	
2nd Year:	Geometry 1 & 2 Industrial Crafts 3 Arts & Crafts 1 & 2 Electronics 1	
3rd Year:	Intermediate Algebra 1 & 2 Electronics 2	AOP in Audio Visual and Graphic Arts

COMMUNICATION CLUSTERS (3)

INTEREST AREA	SUGGESTED SEQUENCE	ADDITIO

5. Director - Manager Areas

Typical Jobs:
- Public Relations
- Producer
- Director
- Sales
- Teacher
- Idea People

Students interested in the Director - Manager Area should take preparatory course of study, including all courses related to sp of interest. For example, if a person's interest is in the Creat area, then photography and film making should be included in schedule.

HEALTH SERVICE CLUSTERS

1. Professional Occupations

Typical Jobs:
- Doctor of Medicine
- Doctor of Dental Surgery
- Doctor of Veterinary Medicine
- Registered Nurse
- Pharmacist
- Dental Hygienist
- Physician's Assistant
- Radiological Technician
- Physical Therapist
- X-Ray Technician

1st Year:	Biology 1 & 2	Foreign
	Geometry 1 & 2	Typing 1
2nd Year:	Physiology 1 & 2	Foreign
	Chemistry 1 & 2	Psycholo
	Intermediate Algebra 1 & 2	Arts & C
3rd Year:	Zoology 1 & 2	Foreign
	Physics 1 & 2	Sociolog
	Analysis 1 & 2	Advance
	Anatomy	Senior C

SUGGESTED SEQUENCE

ADDITIONAL ELECTIVES

eas

Students interested in the Director - Manager Area should take a college preparatory course of study, including all courses related to special fields of interest. For example, if a person's interest is in the Creative Talent area, then photography and film making should be included in one's schedule.

HEALTH SERVICE CLUSTERS

ons

urgery
y Medicine

nt
ician

1st Year:	Biology 1 & 2 Geometry 1 & 2	Foreign Language 1 & 2 Typing 1 & 2
2nd Year:	Physiology 1 & 2 Chemistry 1 & 2 Intermediate Algebra 1 & 2	Foreign Language 3 & 4 Psychology Arts & Crafts 2 (Dentistry)
3rd Year:	Zoology 1 & 2 Physics 1 & 2 Analysis 1 & 2 Anatomy	Foreign Language 5 & 6 Sociology Advanced Chemistry Senior Composition

INTEREST AREA	SUGGESTED SEQUENCE		ADDITIO
2. Assistants, Aides and Technicians			
Typical Jobs:			
Dental Lab Technician	1st Year:	Biology 1 & 2	Typing 1
Medical Records Librarian		Modern or Senior High Math 1 & 2	
Physical Therapist Aide			
Inhalation Therapist	2nd Year:	Physical Science 1 & 2	Psycholo
Dental Assistant			Elementa
Medical Assistant			Arts & C
Nurse Aide			
Practical Nurse	3rd Year:	Introduction to Chemistry	Sociology
Health Aide		Introduction to Physics	

CONSTRUCTION OCCUPATIONAL CLUSTERS

1. Construction			
Typical Jobs:	1st Year:	Drafting 1 & 2	Modern
Carpenters		Woods 1	
Building Maintenance Workers		Industrial Crafts 1	2 Year A
Electricians			
Construction Laborers	2nd Year:	Drafting 2 & 3	Physical
Plumbers		Woods 2 & 3	Elementa
Linemen		Industrial Crafts 2	
Painters		Electronics 1	
Welders			
Plasterers	3rd Year:	Drafting 4	Geometr
Structural Steel Workers		Woods 4	Cooperat
Surveyor Assistants		Industrial Crafts 3	
Draftsmen		Electronics 2	

	SUGGESTED SEQUENCE	ADDITIONAL ELECTIVES
Technicians		
ician librarian Aide t	1st Year: Biology 1 & 2 Modern or Senior High Math 1 & 2	Typing 1 & 2
	2nd Year: Physical Science 1 & 2	Psychology Elementary Algebra 1 & 2 Arts & Crafts 2 (Dentistry)
	3rd Year: Introduction to Chemistry Introduction to Physics	Sociology

CONSTRUCTION OCCUPATIONAL CLUSTERS

	1st Year: Drafting 1 & 2 Woods 1 Industrial Crafts 1	Modern or Senior High Math 1 & 2 -or- 2 Year Algebra Program
nce Workers ers	2nd Year: Drafting 2 & 3 Woods 2 & 3 Industrial Crafts 2 Electronics 1	Physical Science 1 & 2 Elementary Algebra 1 & 2
orkers	3rd Year: Drafting 4 Woods 4 Industrial Crafts 3 Electronics 2	Geometry 1 & 2 Cooperative Education

COMMERCIAL ART CLUSTERS

INTEREST AREA	SUGGESTED SEQUENCE	RECOMM
1. Commercial Art		
Typical Jobs: Ads (magazine, TV, newspaper, movies, fashion) Posters Illustrations Cartoons Sign Painting Greeting Cards Package Design Fashion Design	1st Year: Basic Design 1 & 2	Modern o Drafting Composit
	2nd Year: Commercial Art 1 & 2	Drawing Psycholog
	3rd Year: Quest Advertising Art	Arts & Cr TV Produ
	Actual Experience: Help with school posters, programs, wind	

MECHANICAL CLUSTERS

1. Auto Mechanics and Related Areas		
Typical Jobs: a. Service Station Operator & Mechanic b. Refrigeration c. Fluid Power & Pneumatics d. Auto Glaser e. Auto Parts Salesman f. Auto Technical Writer g. Auto Salesman h. Agricultural Mechanic i. Petroleum j. Transportation k. Small Engine Mechanic l. Overhaul Large Engines m. Transmission Specialist n. Brake and Front End o. Tune-Up p. Electronics q. Diesel Mechanic r. Welder	1st Year: Auto 1 recommended for Jobs A-R.* Auto 2 recommended for Jobs A-M including Q and R. 2nd Year: Auto 3 recommended for Jobs A-M including O, P, & Q. Auto 4 recommended for Jobs A-J including N and R. 3rd Year: Auto Service Techniques recommended for all jobs except Q.	Composi High Ma Drafting except Industri C, D, K, Coopera F, G, I, Physics Chemist Compos
	*Letters refer to the Typical Jobs listed in the column under	

COMMERCIAL ART CLUSTERS

	SUGGESTED SEQUENCE	RECOMMENDED ELECTIVES
V, newspaper, ovies, fashion)	1st Year: Basic Design 1 & 2	Modern or Senior High Math 1 & 2 Drafting 1 & 2 Composition 1
	2nd Year: Commercial Art 1 & 2	Drawing & Painting 1 & 2 Psychology
	3rd Year: Quest Advertising Art	Arts & Crafts 1 & 2 TV Production

Actual Experience: Help with school posters, programs, windows, decorations, etc.

MECHANICAL CLUSTERS

Related Areas	SUGGESTED SEQUENCE	RECOMMENDED ELECTIVES
Operator & Mechanic eumatics nan Writer chanic chanic Engines cialist End	1st Year: Auto 1 recommended for Jobs A-R.* Auto 2 recommended for Jobs A-M including Q and R. 2nd Year: Auto 3 recommended for Jobs A-M including O, P, & Q. Auto 4 recommended for Jobs A-J including N and R. 3rd Year: Auto Service Techniques recommended for all jobs except Q.	Composition 1, Reading, Senior High Math - A - R. Drafting, Electronics - All jobs except F and R. Industrial Crafts 1 & 2 - A, B, C, D, K, L, M, P, & Q. Cooperative Education - A, E, F, G, I, & J. Physics - B, J, & L. Chemistry - B & J. Composition - F.

*Letters refer to the Typical Jobs listed in the column under INTEREST AREAS.

BUSINESS EDUCATION CLUSTERS

INTEREST AREA	SUGGESTED SEQUENCE	RECOMM
1. Accounting & Computing		
Typical Jobs: Account-Information Clerk Accounts Receivable Bookkeeper Accounts Payable Bookkeeper Audit Clerk Bank Teller Billing Machine Operator Accounting Clerk	1st Year: Intro. to Bus. (1 Sem.) Bus. Math (1 Year) 2nd Year: Beginning Book. (1 Year) Beginning Typing (1 Year) Data Processing (1 Year) 3rd Year: Advanced Book. (1 Year) Business Machines (1 Sem.) Cooperative Work (1 Year)	Business Advance
2. Filing, Office Machines, Gen. Office		
Typical Jobs: File Clerk Office Machine Operator Record Clerk General Clerk Clerk-Typist Stock Control Clerk PBX Operator Receptionist	1st Year: Intro. to Bus. (1 Sem.) Bus. Math (1 Year) 2nd Year: Beginning Typing (1 Year) Clerical Record Keep. (1 Sem.) Clerical Office Pract. (1 Sem.) 3rd Year: Business Machines (1 Sem.) Advanced Typing (1 Year) Applied Office Pract. (1 Year) Cooperative Work (1 Year) (2 Cr.)	Typing A Beginni
3. Business Data Processing Systems		
Typical Jobs: Balance Clerk Book. Machine Operator Data Typist Key-Punch Operator Proof Machine Operator Sorting Machine Operator Tabulating Machine Operator	1st Year: Intro. to Bus. (1 Sem.) Data Processing (1 Year) 2nd and 3rd Year: Specialized Training at SNVTC	Typing

BUSINESS EDUCATION CLUSTERS

	SUGGESTED SEQUENCE	RECOMMENDED ELECTIVES
g		
Clerk Bookkeeper okkeeper	1st Year: Intro. to Bus. (1 Sem.) Bus. Math (1 Year)	
	2nd Year: Beginning Book. (1 Year) Beginning Typing (1 Year) Data Processing (1 Year)	
erator	3rd Year: Advanced Book. (1 Year) Business Machines (1 Sem.) Cooperative Work (1 Year)	Business Law Advanced Typing
s, Gen. Office		
	1st Year: Intro. to Bus. (1 Sem.) Bus. Math (1 Year)	
erator	2nd Year: Beginning Typing (1 Year) Clerical Record Keep. (1 Sem.) Clerical Office Pract. (1 Sem.)	Typing A -- (See Description)
	3rd Year: Business Machines (1 Sem.) Advanced Typing (1 Year) Applied Office Pract. (1 Year) Cooperative Work (1 Year) (2 Cr.)	Beginning Bookkeeping
g Systems		
erator	1st Year: Intro. to Bus. (1 Sem.) Data Processing (1 Year)	Typing 1 & 2
r rator erator Operator	2nd and 3rd Year: Specialized Training at SNVTC	

BUSINESS EDUCATION CLUSTERS (2)

INTEREST AREA	SUGGESTED SEQUENCE		RECOM
4. Stenographic, Secretarial, & Related Occupations			
Typical Jobs:			
Secretary	1st Year:	Beginning Typing (1 Year)	Typing A
Stenographer		Intro. to Bus. (1 Sem.)	Business
Educational Secretary			
Executive Secretary	2nd Year:	Advanced Typing (1 Year)	Beg. Bo
Legal Secretary) Specialized		Beginning Shorthand (1 Year)	
Medical Secretary) Training		Beginning Bookkpg. (1 Sem.)	
Technical Secretary) Available at			
Court Reporter) SNVTC	3rd Year:	Advanced Shorthand and Transcription - 2 Cr. (1 Year)	Business
		Business Machines (1 Sem.)	Applied
		Cooperative Work-2 Cr. (1 Year)	

CLUSTERS (2)

ial, &

ry

) Specialized
) Training
) Available at
) SNVTC

	SUGGESTED SEQUENCE	RECOMMENDED ELECTIVES
1st Year:	Beginning Typing (1 Year)	Typing A
	Intro. to Bus. (1 Sem.)	Business Math
2nd Year:	Advanced Typing (1 Year)	Beg. Bookkeeping (2nd Sem.)
	Beginning Shorthand (1 Year)	
	Beginning Bookkpg. (1 Sem.)	
3rd Year:	Advanced Shorthand and Transcription - 2 Cr. (1 Year)	Business Law
	Business Machines (1 Sem.)	Applied Office Practice
	Cooperative Work-2 Cr. (1 Year)	

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA Sophomore Testing

OBJECTIVE 90% of sophomores will take the ITED and Otis Lennon Test, and be able to select proper phase levels during their junior year, based on those test results.

PRIORITY

MEASUREMENT METHOD

Review registration sample for proper phase level.

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Administer test		
2. Send test to Scoring Service		
3. Return student test profiles to each student and interpret test scores		
4. Review fall semester registration of juniors to evaluate proper phase selection		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA
Career Guidance

OBJECTIVE At the end of their Orientation class 90% of all sophomores will be able to list 2 occupational goals, state length of training required, average salary, duties and job outlook 2 years after graduation from high school.

PRIORITY

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETE
1. Select and administer interest inventory as a pre-test.		
2. Return and explain results of interest inventory as introduction to occupational unit.		
3. Occupational and vocational unit in Orientation class.		
4. Post test class		
5. Follow-up and conduct counseling program with those who do not pass post test.		

ACTUAL PERFORMANCE

BEST COPY AVAILABLE

OBJECTIVE RECORD SHEET

2

SERIALS

EFFECTIVENESS AREA
Career Guidance

OBJECTIVE

PRIORITY

At the end of their orientation class, 90 % of all Sophomores, will be able to list the following information about one occupation. The length of training required, two courses they can take in high school to help achieve this goal.

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Administer Interest Inventory		
2. Interpret Interest Inventory and results of last achievement test. (Profile)		
3. Occupational unit in Orientation class		
4. Post test		
5. Counseling with students who do not pass post test.		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA
Career Guidance test

OBJECTIVE

PRIORITY

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Name the career you intend to enter after graduation. _____.		
2. How much past-high school training is required. State in months and/or years. _____		
3. List two courses you can take in high school to help you toward this goal. _____ _____		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

3

SERIALS

EFFECTIVENESS AREA
Career Guidance (Sophomores)

OBJECTIVE

PRIORITY

At the end of their Orientation class 90 % of all Sophomores, will be able to list one occupational goal and state length of training required, and two courses they can take at Western High School to help them achieve this goal.

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Administer Interest Inventory		
2. Interpret Interest and achievement (profile)		
3. Occupational Unit		
4. Post test		
5. Individual and/or group counseling with those who do not pass post test		

ACTUAL PERFORMANCE

4

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA
Career Counseling

OBJECTIVE 90 % of Sophomores will at the end of their Orientation class be able to mark on the profile, their highest and lowest grades, highest and lowest achievement on last achievement test, and indicate a career choice and length of training involved

PRIORITY

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Administer Pre-Test---Profile		
2. Score and profile correct answers		
3. Present actual profiles		
4. Post test, those with more than (two?) errors.		
5. Counseling with those who did not pass post test.		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

5

SERIALS

EFFECTIVENESS AREA

Scholarships

OBJECTIVE 90 % of juniors, who have financial need, academic or athletic promise, will inform their intention to apply for scholarships.

PRIORITY

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Counselor initiated contact to have junior information card completed (group or individual conference.)		
2. Follow-up during the senior year with groups and individuals, to meet deadlines, and assest in processing applications for admission and scholarships.		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA

OBJECTIVE 90 % of those students who indicated on the Junior Survey card that they intent to continue their education by attempting a 4 year college are informed and encouraged to follow through on required college testing.

PRIORITY

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Explain 2 main tests and criteria to be considered in determining indivdual student need.		
2. Give information on dates, test dates, cost, and application forms		
3. Interpretation of results to student		
4. Follow up by Feb. 1st to encourage late students to get this completed.		
5. Students intending to pursue scholarship opportunities must be supervised for early test dates.		
ACTUAL PERFORMANCE		

BEST COPY AVAILABLE

OBJECTIVE RECORD SHEET

7

SERIALS

EFFECTIVENESS AREA
Selection of Appropriate electives

OBJECTIVE 90 % of juniors during the spring semester will be able to list one of the following reasons for selection of at least one elective.

PRIORITY

MEASUREMENT METHOD

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Training for career		
2. For use of leisure time		
3. Part time employment		
4. Information about students own interests, aptitudes and abilities.		
5. Counseling program with those students who are not able to indicate one of the above reasons for elective selection.		

ACTUAL PERFORMANCE

BEST COPY AVAILABLE

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA
Appropriate placement of students

OBJECTIVE To orient incoming students about Western's programs, to a degree that they can complete registration in Sophomore required courses and other courses at an appropriate phase level based on achievement test scores.

PRIORITY

MEASUREMENT METHOD Survey of registration for required courses and phase level selected.

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. Orientation meetings with 9th graders		
2. Complete pre-registration survey of 9th graders.		
3. Registration		
4. Late registration of those absent or unable to complete a schedule during registration.		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA

Appropriate Placement of Students.

OBJECTIVE To identify and register__ _____ophomores, who have academic problems into the Core program.

PRIORITY

MEASUREMENT METHOD Core filled and the end of fall registration

PROGRAM OF ACTIVITIES	DATE	COMPLETED
1. ..ecure names of potential Core students from junior high counselors and principals.		
2. Review potential students to determine if they fit criteria to place in program.		
3. Contact students and parents of potential Core students.		
4. ..ecure permission of parents to be placed in program.		
5. Register students in CORE.		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA
Students failing classes outside the Core program

OBJECTIVE That 70 per cent of Core students who failed one or two subjects, (outside the Core program), the first nine weeks of either semester will show improvement in their semester grades by one better grad

PRIORITY

MEASUREMENT METHOD
Comparison of 9 week and semester report cards.

PROGRAM OF ACTIVITIES	DATE	COMPLETED
Meet students on a one to one and go over problems. Explain progress reports. Identify Core students who failed one or more classes. After third week sent out progress reports to teachers to see if any improvement Go over progress report with student and point out areas that need improvement. Check semester grades with 9 week grades		
ACTUAL PERFORMANCE		

OBJECTIVE RECORD SHEET

#11

SERIALS

EFFECTIVENESS AREA: Graduation Requirements

OBJECTIVE: 1. _____% of all Sophomores will, at the end of 2nd semester registration, have completed or be registered in courses required of all Sophomores.

2. _____% of all Juniors will, at the end of 2nd semester registration, have completed or be registered in enough courses to have senior standing at the end of the semester.

3. _____% of all Seniors will, at the end of 2nd semester registration, have completed or be registered in all required courses plus sufficient electives to complete state requirements at the end of the semester.

PROGRAM OF ACTIVITIES:

Sophomores:

1. Pre-Registration (refer to 9th grade Orientation program)

2. Registration, Sophomores register in assigned required courses for first and second semester

MEASUREMENT METHOD: Class counts of required classes

Juniors:

1. Counselor initiated conference with each student, pertaining to requirements yet to fulfill.

2. In fall of senior year credit check and removal of any student who cannot complete graduation requirements by end of junior year.

Seniors:

1. Review registration and letter to parents (fall semester)

2. Prepare tentative graduation list

3. 2nd semester registration reviewed, mid year letter to parents

4. Change schedules of those seniors who need to add a class or classes to fulfill requirements.

123

OBJECTIVE RECORD SHEET

SERIALS

EFFECTIVENESS AREA: Sophomore Testing

OBJECTIVE: 90% of sophomores will take the ITED and Otis Lennon Test, and be able to select proper phase levels during their junior year, based on those test results.

PRIORITY:

MEASUREMENT METHOD

Review registration sample for proper phase level.

PROGRAM OF ACTIVITIES	DATE	COMPLETE
1. Administer test		
2. Send test to Scoring Service		
3. Return student test profiles to each student and interpret test scores		
4. Review fall semester registration of juniors to evaluate proper phase selection		
ACTUAL PERFORMANCE		

CC-210
(Oct. 70)

REQUEST FOR DATA PROCESSING SUPPORT

Initiator Larry Lochridge

Department/School Western High School - Title III Date 2/21/73

Division Head Approval _____

Revision/Extension of Existing Program ☐ New Program ☒

If new, suggested title Career Guidance Profile

Brief Description: (Attach complete description)

Implementation of System Design, Forms Design, and production of Career Guidance Profiles.
Deleting: Pretest, Posttest, and Analysis of Profile Tests.

Rationale: (Cost saving, degree of application, uses, users, etc.)
Would recommend developing profiles for all ninth and eleventh grade students in the Clark County School District, and the *tenth grade students at Western High School.
*These profiles can be generated from information already available in Data Processing with the exception of the Career and Educational Aspirations. As previously stated, it would be less expensive to have this done by Data Processing than by handscoring methods.

Life Expectancy: (Project any possible revisions/expansions)
Indefinitely, with revisions as needed to improve and update the use of the profile. Expansions might include student's interests and personality traits. Also, a composite profile might be included in the future.

Run Frequency: ☐ Weekly ☐ Monthly ☐ Quarterly ☒ Annually ☐ Non-reoccurring (one time) ☐ Other _____

Priority: ☐ Critical ☐ Necessary ☐ Useful

FOR DATA PROCESSING USE ONLY

1. Estimated cost and man hours to design, program, and implement the above request.

   Man Hours _____
   Cost _____

2. Estimated production keypunching and computer operation hours and cost each month.

Keypunch	_____	_____
Computer	_____	_____

3. Additional resources required to implement the request.

Total (est.) _____

125

I. Implementation

A. Systems Design

1. Collect the following items of information for profiling from existing information from Data Processing.

a. Indexes - List the Reading, English, Math, Science, and Social Studies Index, using the raw index score developed for the Clark County School District. Then profile, using the appropriate number of x's to give a range of one stanine above and one stanine below the actual stanine placement. (See Form 1A for example)

b. Grades - All ninth grade profiles would use marks received in the eighth grade. All tenth grade profiles would use marks received in the ninth grade. All eleventh grade profiles would use the combined marks received from the ninth and tenth grades. In all grade average calculations, use only A's, B's, C's, D's, and F's. Eliminate any other marks.

(1) Grade Point Average - List student's Grade Point Average and then profile, using the appropriate number of x's to give a range of one stanine above and one below the actual stanine placement. Placement of actual Grade Point Average can be calculated by using Table A.

(2) English Grade - List student's English grades based upon predetermined course numbers and then profile using the same procedure as in (1) above.

(3) Math Grade - List student's Math grades based upon predetermined course numbers and then profile using the same procedure as in (1) above.

(4) Highest Grades in _____ - Excluding predetermined course numbers in English and Math, determine subjects with highest average for the last semester. List subject or subjects, their grade average, and then profile using the same procedure as in (1) above.

(5) Lowest Grade in _____ - Excluding predetermined course numbers in English and Math, determine subjects with lowest average for the last semester. List subject or subjects, their grade average, and then profile using the same procedure as in (1) above.

c. Achievement - Print out the sub-test titles for the appropriate achievement test. List scores by stanines and then profile, using appropriate number of x's to give a range of one stanine above and one below the actual stanine placement.

d. Scholastic Aptitude - Using the results of the Otis Lennon, list test scores by stanines and then profile, using appropriate number of x's to give a range of one stanine above and below the actual stanine placement.

2. Profile the following items from information which is to be gathered on a form to be designed.

a. Career Aspirations - Print out name of occupation and designated stanine and then profile using appropriate number of x's to give a range of one stanine above and one stanine below the actual stanine placement. (List of occupation numbers and stanine score will be developed.)

b. Educational Aspirations - List score from Educational Aspirations Questionnaire, using Table B, then profile using appropriate number of x's to give a range of one stanine above and one stanine below the actual stanine placement.

B. Form Design

1. Career Guidance Profile - Use Form 1A as an example. The achievement area will have to be designed to accommodate the different tests given in the eighth and tenth grades.
2. Career and Educational Aspiration Questionnaire - This would be a combined form on one sheet.
   a. Design a form to accomodate the Career Aspirations which would allow the student to choose two careers from a list of 500 career choices, listing his choices by designated number.
   b. Design a form to accomodate the Educational Aspiration Questionnaire (Form 3) which has eight questions with a choice of five answers, each scoring on a 1 to 5 scale. Design should allow for possible expansion of number of questions to fifteen (15).

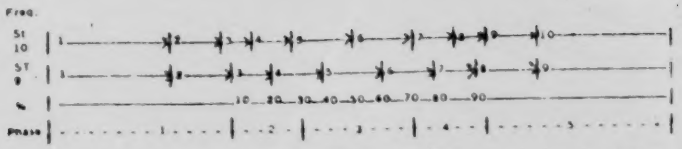
II. Production

A. Career Guidance Profile

1. Print - Three copies for each student.
   a. Number of Students
      (1) All ninth graders, approximately 6000.
      (2) All tenth graders at Western High School, approximately 700.
      (3) All eleventh graders, approximately 6000.
   b. Frequency - yearly.
   c. Random Selection using X61 card.

FORM 1A
CAREER GUIDANCE PROFILE

Name _____
School _____
Grade _____
Date _____
Sex _____
Student No. _____
Section _____



			Low			Average			High		
			1	2	3	4	5	6	7	8	9
			F	D-	D	C-	C	B-	B	A-	A
INDEX Add Science & Social Studies	Reading	31	xxxx	xxxx	xxxx						
	English	36		xxxx	xxxx	xxxx					
	Mathematics	43			xxxx	xxxx	xxxx				
GRADES	Grade Point Average	1.75				xxxx	xxxx	xxxx			
	English	1.50			xxxx	xxxx	xxxx				
	Mathematics	2.50					xxxx	xxxx	xxxx		
	Highest grade(s) in P.E.	3.00						xxxx	xxxx	xxxx	
	Lowest Science, Shop	1.00		xxxx	xxxx	xxxx					
* ACHIEVEMENT (Grade Equiv.)	Word Knowledge	3		xxxx	xxxx	xxxx					
	Reading	2	xxxx	xxxx	xxxx						
	Total Reading	2	xxxx	xxxx	xxxx						
	Language	3		xxxx	xxxx	xxxx					
	Spelling	4			xxxx	xxxx	xxxx				
	Math Computation	5				xxxx	xxxx	xxxx			
	Math Concepts	6					xxxx	xxxx	xxxx		
	Math Problem Solving	5				xxxx	xxxx	xxxx			
	Total Math	5				xxxx	xxxx	xxxx			
	Science	3		xxxx	xxxx	xxxx					
	Social Studies	5				xxxx	xxxx	xxxx			
SCHOLASTIC APTITUDE	Otis Lennon	4			xxxx	xxxx	xxxx				
CAREER AREA ASPIRATIONS	(1) Carpenter	6					xxxx	xxxx	xxxx		
	(2) Auto Mechanic	5				xxxx	xxxx	xxxx			
EDUC. ASPIRATIONS 20		4			xxxx	xxxx	xxxx				

* Develop for Subtests of MAT or ITED

1 & 2 Less than High School Graduation or unskilled

3 & 4 High School Graduation or Inservice, O.J.T.

5—Vo-Tech Training or Semi-skilled

6—Apprentice-Associate Degree or Skilled

7—Bachelors Degree or Management

8—Masters Degree or High Management

9—Doctors Degree or High Management

128

CLARK COUNTY SCHOOL DISTRICT CC-52A

INTER-OFFICE MEMORANDUM

TO: Ron Jones

FROM: Donald Greenhalgh DATE: February 28, 1973

SUBJECT: Estimated Data Processing Resource Requirements for Requested Computer Prepared Career Guidance Profile

The following resource requirements are based on a cursory study of the proposal. Preliminary system flow charts have been developed and are the basis for the following projected costs and production schedules.

I. IMPLEMENTATION

A. Systems Design, Forms Design, and System Documentation.

82.0 hours @ $6.55	$ 537.10

B. Programming, Testing and Program Documentation.

7 programs * - 152.0 hours @ $6.55	$ 995.60

C. Keypunch and Verify Programs.

31.0 hours @ $3.22	$ 99.82

D. Computer Time to Compile and Test.

10.0 hours @ $81.60	$ 816.00

E. Project Documentation and User Manuals.

7.0 hours @ $6.55	$ 45.85

F. Secretarial Service.

20.0 hours @ $3.50	$ 70.00
TOTAL	$ 2,564.37

* Includes modification of existing Indexing program (S2530029) to process Career Guidance data.

II. PRODUCTION

A. Computer Time.

9.0 hours @ $81.60	$ 734.40

(Each Random Retrieval X61 Deck is estimated at an additional 0.5 hours.)

123

B. Forms Cost.

1.	Preprinted OMR Education Aspirations Survey form (composition charge $190.00) 13,000 @ $30.30 a thousand	$ 583.90
2.	Career Guidance Profile forms 13,000 @ $44.00 a thousand	$ 572.00
	TOTAL	$ 1,890.30

III. PRODUCTION SCHEDULE

A. Spring

1. Prepare Preprinted OMR Education Aspirations Survey forms.

2. Validate encoded OMR Education Aspirations Survey forms.

B. Summer

1. Prepare Career Guidance Profiles for fall distribution.

C. School Term

Process Random Retrieval requests for Career Guidance Profiles.

DG:nh

NARRATIVE

The ESEA Title II project will provide supplementary multi-media materials for two currently operating projects in the Clark County School District: 1) The Right to Read Project (See Reference A) which is a Continuous Progress Reading Program designed to provide the support elements needed to implement the District's reading guide in the classroom; and 2) The Objective-Based Career Guidance Program (See Reference B) which is designed to support development of a K-12 Career Guidance Curriculum Guide.

A. Statement of Need

1) Right to Read

Nationwide research points out that shcools are producing many incompetent readers. Present reading programs are not sufficient or efficient enough to achieve the goal of literacy without a massive effort to make developmental reading the goal of every school for every student. The guidelines of the Right To Read Effort and the literature in the field of reading clearly point out that teachers must diagnose and must adjust their approach according to the needs of students.

As a result of the materials indexing process at the Right To Read Pilot School, and the assessment of the four Right To Read Satellite Schools, a definite need for certain types of multi-media has been identified which enhance and support a continuous progress (diagnostic-prescriptive) program as follows: a) Materials that are manipulative in nature; b) Audio-visual materials; c) Kits which are student oriented by skills; and d) Materials such as pamphlets for the instructional staff containing ideas and suggested activities directed at specific skills on several instructional levels.

This type of multi-media allows the teacher to assume the role of a diagnostic-prescriptive teacher. It would permit the creation of learning stations where students work in small groups and allow the teacher to diagnose, reinforce or assist according to the needs of individual students.

2) Objective-Based Career Guidance Program

Research on guidance programs in schools throughout the U. S. has indicated that the major shortcomings of these programs is a lack of clearly defined goals for students and little or no means for demonstrating their effectiveness. The primary purpose of the Objective-Based Career Guidance Program is to design and implement a career guidance program in which both student behavioral objectives and the procedures used to meet each objective can be evaluated.

One of the needs of this project is to give junior and senior high school students opportunities to explore different career clusters through a) a multi-media Career Library containing such materials as pamphlets, briefs, books, microfilms, films, and film strips of up-to-date occupational information; b) programs in the classroom which would include demonstrations and speakers; and c) field trips to work sites.

BEST COPY AVAILABLE

B. Goals

The major goal of this project will be to provide multi-media resources of high quality in support of both the elementary Right To Read Project and the Objective-Based Career Guidance Project on the secondary level.

C. Objectives:

1) Right to Read

Having identified the lack of adequate materials in most elementary schools to support a diagnostic-prescriptive reading program, a quantity of multi-media resources will be acquired for schools in the Right to Read Project during FY 74 to ameliorate this need.

2) Objective-Based Career Guidance Program

Having identified the need for secondary students to explore many different avenues in their search for a suitable career, a quantity of multi-media resources will be acquired during FY 74 to establish Career Libraries in the schools involved in this project in order to ameliorate this need.

D. Procedures

Task forces will be formed for each project to identify and recommend multi-media materials to be purchased with Title II funds as well as to develop procedures for their utilization. The Right to Read Task Force will be composed of project personnel, elementary teachers, reading specialists and librarians. (See Reference C). The Career-Guidance Task Force will be composed of project personnel, secondary counselors, secondary teachers and librarians. (See Reference D). The District Title II Advisory Committee, attached as Reference E, will review the program and materials selected as they relate to resource center requirements and will suggest methods for distributing and accounting.

Identified materials will be processed through the Title II Office and the Purchasing Department. Materials will be distributed by Purchasing for placement in project schools.

Following are estimated critical dates for the Task Force, the Title II Office, and the Title II Advisory Committee:

District-wide Task Force Activities

January 1973 - Formation of task forces (reading and career guidance)

January 1973 - Sample career guidance and skill oriented reading materials requested from educational publishing companies.

February - March 30, 1973	- Review, evaluation and priority ranking of media.
March 30, 1973	- Presentation of material selected (including critical descriptive data) to Title II Office.

Title II Office Activities

January 12 - March 30, 1973	- Orientation and involvement of public and private school personnel in project activities.
January 12 - January 31, 1973	- Preparation and submission of project application.
March 30 - April 20, 1973	- Review of priority requests from task forces and preparation of final lists to fit allocated amounts.
April 25 - May 18, 1973	- Compilation of orders on District purchase requests.
May 18, 1973	- Submission of purchase requests to Purchasing Department.
June 30, 1973	- Receipt of cancelled purchase orders from Purchasing Department.
June 30, 1973	- All funds encumbered.
September 1 - November 30, 1973	- Materials delivered to schools.
November 30 - March 30, 1974	- Reordering of materials.

Title II Advisory Committee Activities

January 12-January 31, 1973	- Review of application draft and recommendations for revisal.
January 12-April 20, 1973	- Recommended procedures for ordering, delivery, accounting and inventory, based on previous year's program.
March 30-April 20, 1973	- Review of media selected and identification of media center needs based on selection.
April 20 - March 30, 1974	- Monitoring of overall project activity.

E. Evaluation

Evaluation of the effectiveness of the materials purchased through Title II will be carried out by project personnel and through the Advisory Committee. Results will be made available to the Title II Office for inclusion in its final report. The schools will furnish the Title II Office with an inventory of materials received.

F. Dissemination

The Title II Coordinator and Project Managers will develop appropriate information about each project to be disseminated through project newsletters or brochures, the local newspapers, the District REPORTER, the Librarian's Newsletter, on the District's educational television stations, and through information reports to the Board of School Trustees.

JUNIOR AND SENIOR HIGH SCHOOL

Name of School _____

Authorized Signature _____

Priority		Unit Price	Quantity	Total Price
	McKnight & McKnight			
___	Strategies for Implementing W.E.P.	19.50	_____	_____
___	Activities for World of Work	1.98	_____	_____
___	Succeeding in World of Work	5.97	_____	_____
___	Set	25.00	_____	_____
	Chronicle Publications			
___	Desk Top File	109.50	_____	_____
___	Occupational Library (not available for review)	247.00	_____	_____
___	*Occupational View-deck	85.00	_____	_____
	SRA			
___	Career Information Kit	232.00	_____	_____
___	Handbook of Job Facts	5.60	_____	_____
___	Occupational Exploration Kit	116.00	_____	_____
___	Job Experience Kit	140.00	_____	_____
	Houghton-Mifflin			
___	Guidance Monograph Series	10.05	_____	_____
	Dictionary of Occupational Titles			
___	Vol I - Definition of Titles	7.75	_____	_____
___	Vol II - Occupational Classification	4.25	_____	_____
___	Supplement 1 - Selected Characteristics	2.25	_____	_____
___	Supplement 2 - Selected Characteristics	1.50	_____	_____
___	Occupational Outlook Handbook	6.25	_____	_____
___	Occupational Outlook Handbook Briefs	17.45	_____	_____
		Total		_____

*Required A/V equipment not included.

SENIOR HIGH SCHOOL

Name of School _____

Authorized Signature _____

Priority		Unit Price	Quantity	Total Price
	AIMS - Medical Careers			
____	*Medical Therapists	130.00	_____	_____
____	*Nursing Service	130.00	_____	_____
____	*Medical Technicians	130.00	_____	_____
____	*Medical Aides	130.00	_____	_____
____	*Hospital Administrator	130.00	_____	_____
____	Full Set	590.00	_____	_____
	Accoustifone - Career Exploration			
____	*Clerical Occupations	59.50	_____	_____
____	*Municipal Law Enforcement	59.50	_____	_____
____	*Repair and Maintenance	59.50	_____	_____
____	*Auto Repair	59.50	_____	_____
____	*Commercial Aviation	59.50	_____	_____
____	*Occupations in Ecology	59.50	_____	_____
____	*Data Processing	59.50	_____	_____
____	*Food Services	59.50	_____	_____
____	*Printing	59.50	_____	_____
____	*Plastics, Forming & Design	59.50	_____	_____
____	Full Set	595.00	_____	_____
	Guidance Associates - Job Attitudes			
____	*Liking Your Job and Your Life	41.50	_____	_____
____	*Why Work at All	21.50	_____	_____
____	*Job Hunting - Where to Begin	41.50	_____	_____
____	*Your First Week on the Job	41.50	_____	_____
____	*On the Job: Four Trainees	41.50	_____	_____
____	*Jobs and Gender	41.50	_____	_____
____	*A Job That Goes Someplace	41.50	_____	_____
____	*Trouble at Work	41.50	_____	_____
			_____	_____
	Total			

*Required A/V equipment not included.

JUNIOR HIGH SCHOOL

Name of School _____

Authorized Signature _____

Priority		Unit Price	Quantity	Total Cost
	Guidance Associates			
___	*People Who Help Others	45.50	_____	_____
___	*People Who Work in Science	41.50	_____	_____
___	*People Who Organize Facts	45.50	_____	_____
___	*People Who Create Art	45.50	_____	_____
___	*Trouble at Work	41.50	_____	_____
___	*Why Work at All	21.50	_____	_____
	Singer/SVE			
___	*Job Opportunities Now	58.50	_____	_____
	SRA			
___	Job Family Series	22.65	_____	_____
___	*Wide Occupational Roles Kit	170.00		
	Total			_____

*Required A/V equipment not included

PROPOSAL FOR A SURVEY COURSE IN VOCATIONAL EDUCATION

LEVEL: 9th grade

SCHOOL: Robert O. Gibson Junior High

TEACHER: Carolyn Smith

SUBJECT: Elective

TIME: 1 semester

CREDIT: ½, the remaining ½ to be received through a 1 semester course in consumer education

SOURCES OF MATERIALS:

Chronicle Career Kit
Job Experience Kit
S.R.A. Career Information Kit and Job Family Series
Unemployment Is a Social Problem Kit
Chronicle Files
Dictionary of Occupational Titles
Films
S.R.A. Files
Ovis Interest Inventory
Job-O Interest Inventory
Portions of the D.A.T. (non-academic)
8th grade achievement test scores
Objective Based Career Guidance Program, Title III
Southern Nevada Vocational Technical Center
Local telephone book
Local newspapers
Sample application forms
Sample employment tests
Senior Citizens
Local businesses
Local businessmen
Local unions
Local employment or employment-related agencies
State employment or employment-related agencies
National employment or employment-related facilities and programs
Students' own work experiences

OBJECTIVES:

1. Students will begin to look at themselves in relation to the world of work.
   a. They will assess their own aptitudes and interests.
   b. They will relate these abilities to job clusters.

2. Students will begin to plan their educational needs for the

jobs which interest them.
a. They will assess their current academic achievements.
b. They will examine local training programs.

3. Students will closely examine the jobs which interest them to determine whether they would indeed relate to that type of work as well as they thought.

4. Students will be exposed to some of the basic facts of the working world.
a. They will practice skills involved in applying for jobs.
b. They will discuss behavior necessary to retain jobs.
c. They will consider their given job in relation to the national scene.

ACTIVITIES:

1. Students will share what work experience they have had.

2. Students will perform in various roleplaying situations relative to job application and business behavior.

3. Students will play any games which will add to their understanding of the work world.

4. Students will take non-academic portions of an aptitude test.

5. Students will take interest inventories and profile themselves by clusters.

6. Students will do research on their individual clusters to provide a clearer picture of the jobs themselves, the educational requirements, and the application procedures.

7. Students will visit various businesses.

8. Students will interview businessmen.

9. Students will write various papers to present the information they glean from the various sources.

10. Students will present some information in project form.

11. Students will keep a class folder in which they will file all papers they have written, all quizzes they take, all materials given to them by the teacher or guest speakers, and any notes they have from lectures or interviews.

12. Students will locate on Las Vegas city maps the various employment-related agencies at the local, state and national level.

13. Students will consult telephone books and want-ads for job-related information.

14. Students will determine what is available locally to them for training in the job areas which interest them and file the addresses for future reference.

15. Students will visit union halls where applicable, or hear

a speaker from that union.

16. As applicable to the job cluster, students will practice procedures of interviewing, filling in sample application forms, taking sample tests, and resume writing.

17. Students will consider basic business behavior such as appropriate attire, relations to employer, co-workers and customers, and general attitude.

18. Students will consider the long-term stability of their chosen job clusters, the physical stamina needed, the necessity of upgrading or retraining, the problem of lay-offs, and unemployment compensation.

19. Students will consider the problem of welfare.

20. Students will consider the national economy as a whole, determining briefly the differences among capitalism, socialism and communism.

EVALUATION METHODS:

Written papers
Class folder
Projects
Short tests
General participation
Final exam

PROCEDURE:

I. Introduction

A. Philosophy of work
   1. Work as an avenue of personal growth
   2. Work as provider of material necessities and satisfactions
   3. Welfare or the non-worker
   4. World economy
      a. Capitalism
      b. Communism
      c. Socialism

B. Career Planning
   1. Importance of realistic self-appraisal
      a. Interests
      b. Abilities or talents
      c. Training
   2. Wages
   3. Job stability

C. The Work World
   1. Types of jobs (professional, skilled, etc.)
   2. Job clusters
   3. Job availability, national and local

II. Individual student research

A. Self-knowledge
   1. Interest inventory
   2. Non-academic aptitude tests
   3. Academic achievement based on 8th grade testing
   4. Job clusters
   5. Chronicle and S.R.A. kits for cluster research

B. Small group research by cluster
   1. Education available locally
      a. Training schools or departments within local public schools
      b. Apprenticeship programs through local unions
      c. Training acquired from volunteer work or hobies
      d. On-the-job training
   2. Job acquisition
      a. Local job market
         1. Job lists
         2. Employment agencies
         3. Want ads in newspapers
      b. Application procedures
         1. Personnel speaker
         2. Application forms and tests
         3. Interviewing procedures
         4. Resume writing
   3. Job retention
      a. Business behavior
         1. Appropriate dress
         2. Personal relations
         3. Promptness
         4. Willingness to take on extra work
         5. Interest in the business
      b. Upgrading of skills
      c. Retraining
      d. Lay-offs and unemployment compensation
      e. Health conditions

III. Small group cluster-oriented field trips

IV. Final exam

APPENDIX F

NEW MATERIALS

Career Guidance Profile - Revised

Career Guidance Profile Quiz

Educational Aspiration Questionnaire - Revised

Career Information Quiz

Career Information Scoring Keys

Conversion Tables for Grades and Educational Aspirations - Revised

CAREER GUIDANCE PROFILE

Name _____ Date _____ Student No. _____

School _____ Grade _____ Sex _____ Section _____

		Low .				Average				High
		1	2	3	4	5	6	7	8	9
		F	D-	D	D+ C-	C	C+ B-	B	B+ A-	A
INDEX	Reading									
	English									
	Mathematics									
	Science									
	Social Studies									
GRADES	Grade Point Average									
	English									
	Mathematics									
	Highest grade(s) in									
	Lowest									
TESTS										
SCHOLASTIC APTITUDE	Otis Lennon									
CAREER ASPIRATIONS	(1)									
	(2)									
EDUC. ASPIRATIONS (after high school graduation)										
		no trng. req.	less than 30 days	over 30 days incl. 3 mo.	over 3 mo. incl. 6 mo.	over 6 mo. incl. 1 yr.	over 1 yr. incl. 3 yrs.	over 3 yrs. incl. 4 yrs.	over 4 yrs. incl. 6 yrs.	over 6 yrs.

CAREER GUIDANCE PROFILE QUIZ

NAME_____ DATE_____ STUDENT NO._____

SCHOOL_____ GRADE_____ SEX_____ SECTION_____

Number of Items Missed Pre	Post		Pretest	Posttest
___	___	INDEX: Indicate your Index Level in the following areas by writing in the appropriate stanine, staten, or percentile used in your school.	Reading_____ English_____ Math_____	Reading_____ English_____ Math_____
___	___	GRADES: Indicate your overall grade point average for last year or for all high school work from the 9th grade, including the last semester, by circling the correct letter. Grade Point Average	F D- D D+/C- C C+/B- B B+/A- A	F D- D D+/C- C C+/B- B B+/A- A
		Circle the grade average for the following subjects for the same period of time as above. English	F D- D D+/C- C C+/B- B B+/A- A	F D- D D+/C- C C+/B- B B+/A- A
		Math	F D- D D+/C- C C+/B- B B+/A- A	F D- D C- C B- B A- A
		Write in your highest and lowest subjects last semester, and circle the semester grade received in those classes. Highest_____	F D C B A	_____ F D C B A
		Lowest_____	F D C B A	_____ F D C B A
___	___	ACHIEVEMENT: Write in the subtest area in which you obtained the highest and lowest scores and circle a number to indicate your stanine score. Highest_____	1 2 3 4 5 6 7 8 9	_____ 1 2 3 4 5 6 7 8
		Lowest_____	1 2 3 4 5 6 7 8 9	_____ 1 2 3 4 5 6 7 8
___	___	SCHOLASTIC APTITUDE: Circle the number representing your stanine score on the Otis Lennon Scholastic Aptitude Test.	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
___	___	CAREER ASPIRATIONS: Write in two careers in which you are interested. Then write in how long or what kind of training would be required to prepare for this work. Career #1_____	Training_____	_____ Training_____
		Career #2_____	Training_____	_____ Training_____
___	___	EDUCATIONAL ASPIRATIONS: Write in what further training or education you expect to complete after graduating high school. If you don't expect to graduate, say so. Length of Training	_____	_____
___	___	TOTAL SCORE		

6/73

144

CAREER GUIDANCE PROFILE QUIZ

NAME_____ DATE_____ STUDENT NO._____

SCHOOL_____ GRADE_____ SEX_____ SECTION____

Number of Items Missed Pre

___ INDEX: Indicate your Index Level in the following areas by writing in the appropriate stanine, staten, or percentile used in your school.

Reading_____

English_____

Math _____

___ GRADES: Indicate your overall grade point average for last year or for all high school work from the 9th grade, including the last semester, by circling the correct letter.

Grade Point Average F D- D D+ C- C C+ B- B B+ A- A

Circle the grade average for the following subjects for the same period of time as above.

English F D- D D+ C- C C+ B- B B+ A- A

Math F D- D D+ C- C C+ B- B B+ A- A

Write in your highest and lowest subjects last semester, and circle the semester grade received in those classes.

Highest_____ F D C B A

Lowest_____ F D C B A

___ ACHIEVEMENT: Write in the subtest area in which you obtained the highest and lowest scores and circle a number to indicate your stanine score.

Highest_____ 1 2 3 4 5 6 7 8 9

Lowest _____ 1 2 3 4 5 6 7 8 9

___ SCHOLASTIC APTITUDE: Circle the number representing your stanine score on the Otis Lennon Scholastic Aptitude Test. 1 2 3 4 5 6 7 8 9

___ CAREER ASPIRATIONS: Write in two careers in which you are interested. Then write in how long or what kind of training would be required to prepare for this work.

Career #1_____ Training_____

Career #2_____ Training_____

___ EDUCATIONAL ASPIRATIONS: Write in what further training or education you expect to complete after graduating high school. If you don't expect to graduate, say so.

Length of Training _____

___ TOTAL SCORE

145

CAREER GUIDANCE PROFILE QUIZ

NAME _____ DATE _____ STUDENT NO. _____

SCHOOL _____ GRADE _____ SEX _____ SECTION _____

Number of Items Missed

Post

___ INDEX: Indicate your Index Level in the following areas by writing in the appropriate stanine, staten, or percentile used in your school.

Reading _____

English _____

Math _____

___ GRADES: Indicate your overall grade point average for last year or for all high school work from the 9th grade, including the last semester, by circling the correct letter.

Grade Point Average

F D- D $\frac{D+}{C-}$ C $\frac{C+}{B-}$ B $\frac{B+}{A-}$ A

Circle the grade average for the following subjects for the same period of time as above.

English

F D- D $\frac{D+}{C-}$ C $\frac{C+}{B-}$ B $\frac{B+}{A-}$ A

Math

F D- D C- C B- B A- A

Write in your highest and lowest subjects last semester, and circle the semester grade received in those classes.

Highest _____ F D C B A

Lowest _____ F D C B A

___ ACHIEVEMENT: Write in the subtest area in which you obtained the highest and lowest scores and circle a number to indicate your stanine score.

Highest _____ 1 2 3 4 5 6 7 8

Lowest _____ 1 2 3 4 5 6 7 8

___ SCHOLASTIC APTITUDE: Circle the number representing your stanine score on the Otis Lennon Scholastic Aptitude Test.

1 2 3 4 5 6 7 8 9

___ CAREER ASPIRATIONS: Write in two careers in which you are interested. Then write in how long or what kind of training would be required to prepare for this work.

Career #1 _____ _____ Training _____

Career #2 _____ _____ Training _____

___ EDUCATIONAL ASPIRATIONS: Write in what further training or education you expect to complete after graduating high school. If you don't expect to graduate, say so.

Length of Training _____

___ TOTAL SCORE

6/73

Section _____

EDUCATIONAL ASPIRATION
Grades 9 - 12

NAME _____ DATE _____ SEX _____
(last) (first)

Check one choice for each question which best describes your feelings.

1. How important is post high school training or education to you?

_____ Not important
_____ Not very important
_____ Important
_____ Quite important
_____ Very important

2. In terms of grades, what level are you trying to reach this year?

_____ D's and F's
_____ C's and D's
_____ B's and C's
_____ A's and B's
_____ Straight A's

3. How far do you feel you must go in school to be satisfied with yourself?

_____ Graduate from high school
_____ Attend a trade school, business school, electronics school, or some similar type school
_____ Attend college, but not for the full 4 years; graduate from junior college; or similar technical training
_____ Graduate after completing 4 years of college
_____ Continue in school beyond 4 years of college (such as a professional school for doctors and lawyers)

4. How much training or education do you <u>expect</u> to complete after high school?

_____ None
_____ One month to six months
_____ Six months to three years
_____ Four years
_____ More than four years

5. What level of training or education do you feel your parents expect you to complete?

_____ Graduate from high school
_____ Attend a trade school, business school, electronics school, or some similar type school
_____ Attend college, but not for the full 4 years; graduate junior college; or similar technical training
_____ Graduate after completing 4 years of college
_____ Go to school beyond 4 years of college (such as a professional school for doctors or lawyers).

6. What level of training or education would you like your children to have?

_____ Graduate from high school
_____ Attend a trade school, business school, electronics school, or some similar type school
_____ Attend college, but not for the full 4 years; graduate from junior college; or similar technical training
_____ Graduate after completing 4 years of college
_____ Go to school beyond 4 years of college (such as a professional school for doctors or lawyers)

7. Are you planning to further your education or training after high school?

_____ No
_____ Don't care
_____ Maybe
_____ Probably
_____ Yes, definitely

8. Which description below best tells your feelings about the expense of going on to any further training or education after high school?

_____ I would not take any additional training even if I had all the money that it takes.

_____ I would not start training unless I could be sure that I had enough money to get completely through.
_____ I would not go to school unless I could be sure that I had enough money to get me through at least half of my training.
_____ I would go to school even if I had only enough money to get started and hope that something would happen so that I could continue.
_____ I would go to school even if I had to work all the way through.

List below the two occupations that interest you most:

_____

_____

Section_____

CAREER INFORMATION QUIZ

_____
Career Choice

Score:
Pre_____
Post_____

Name_____
Date_____

1. List three major duties of this career.
   (1)_____
   (2)_____
   (3)_____

2. List three high school courses that would be helpful in preparing for this career.
   (1)_____
   (2)_____
   (3)_____

3. The amount of training or education required is _____.
   a. Up to 6 months of training.
   b. 12 months of special training.
   c. 1 - 3 years of special training or experience.
   d. 4 years of training or experience.
   e. 5 or more years of training or experience.

4. The average yearly starting salary is _____.
   a. $5000 or less
   b. 5000 - 8000
   c. 8000 - 12000
   d. 12000 - 15000
   e. 15000 or over

5. The statement that best describes the current supply is _____.
   a. There are many more applicants than openings.
   b. There are a few more applicants than openings.
   c. The number is about the same as the number of applicants.
   d. There is a slight shortage of applicants.
   e. Many more applicants are needed.

6. The statement that best describes the anticipated need for the next ten years is _____.
   a. The need for workers will have decreased greatly.
   b. The need for workers will have decreased slightly.
   c. The need for workers will have remained the same.
   d. The need for workers will have increased moderately.
   e. The need for workers will have increased greatly.

7. List two physical characteristics or abilities that would be needed in this work.
   (1)_____
   (2)_____

8. List the major agency where this career is usually pursued.
   (1)_____

9. List three other jobs which would be considered in the related occupational fields.
   (1)_____
   (2)_____
   (3)_____

AGRONOMIST
040.081

1. Major duties of this career.
   (1) Analyze and map soils
   (2) Develop and apply new methods for increasing crop yields
   (3) Study water conservation and erosion
   (4) Develop better methods to control disease, pests, and weeds.

2. High school courses helpful in preparing for this career.
   (1) Chemistry
   (2) Science
   (3) Biology
   (4) Math - Algebra
   (5) Statistical Procedure
   (6) Analysis

3. The amount of training or education required is d .
   d. 4 years of training or experience

4. The average yearly starting salary is b .
   b. $5,000 - 8,000

5. The statement that best describes the current supply is c .
   c. The number needed is about the same as the number of applicants.

6. The statement that best describes the anticipated need for the next ten years is e .
   e. The need for workers will have increased greatly.

7. Physical characteristics or abilities that would be needed in this work.
   (1) Alert to discovery
   (2) Numerical aptitude
   (3) Curious and analytical mind
   (4) Able to handle details

8. Major agency where this career is usually pursued.
   (1) Colleges and universities
   (2) Farm cooperatives
   (3) Agricultural experiment station
   (4) Federal and state government agencies
   (5) Private business that deals with farmers
   (6) Independent research organizations

9. Other jobs which would be considered in the related occupational fields.
   (1) Engineer, technician
   (2) Materials analyst
   (3) Agricultural business manager
   (4) Farm manager
   (5) Botanist, chemist
   (6) Seed analyst

Additional Information:

American Institute of Biological Sciences
3900 Wisconsin Avenue
Washington, D.C. 20016

ACCOUNTANT
160.188

1. Major duties of this career.
   (1) Review financial records
   (2) Interpret business economics
   (3) Advise on taxes
   (4) Prepare tax returns and financial statements
   (5) Safeguard assets of employer by protecting against waste, etc.

2. High school courses helpful in preparing for this career.
   (1) Math
   (2) Business machines
   (3) Bookkeeping
   (4) Computer Science
   (5) Business Law
   (6) Typing

3. The amount of training or education required is d .
   d. 4 years of training or experience

4. The average yearly starting salary is c .
   c. $8,000 - 12,000

5. The statement that best describes the current supply is d .
   d. There is a slight shortage of applicants

6. The statement that best describes the anticipated need for the next ten years is d .
   d. The need for workers will have increased moderately.

7. Physical characteristics or abilities that would be needed in this work.
   (1) High numerical ability
   (2) Accuracy in detailwork
   (3) Interest in business and finance
   (4) 21 years old

8. Major agency where this career is usually pursued.
   (1) Accounting firms
   (2) Business and industry
   (3) Private practice

9. Other jobs which would be considered in the related occupational fields.
   (1) Systems analyst
   (2) Auditor
   (3) Accounting clerk
   (4) Bookkeeper
   (5) Budget controller
   (6) Mathematician

Additional Information:

National Association of Accountants
505 Park Avenue
New York, NY 10022

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

BIOCHEMIST
041.081

1. Major duties of this career.
   (1) Determine heredity and how living things react to space travel
   (2) Study chemical changes caused by genetic and environmental factors
   (3) Study chemical composition and processes of organisms and how they relate to functions
   (4) Weigh, filter, distill, make cultures of substances and materials
   (5) Apply findings to medicine, nutrition, and agriculture

2. High school courses helpful in preparing for this career.
   (1) Science, Biology, Physics, Chemistry
   (2) Analysis, Algebra, Geometry
   (3) Physiology, Anatomy
   (4) Composition

3. The amount of training or education required is d .
   d. 4 years of training or experience

4. The average yearly starting salary is b .
   b. $5,000 - 8,000

5. The statement that best describes the current supply is c .
   c. The number needed is about the same as the number of applicants.

6. The statement that best describes the anticipated need for the next ten years is d .
   d. The need for workers will have increased moderately

7. Physical characteristics or abilities that would be needed in this work.
   (1) Observant, imaginative, precise
   (2) Analytical curious mind
   (3) Patient
   (4) Reasoning and problem-solving ability

8. Major agency where this career is usually pursued.
   (1) Colleges and universities
   (2) Private industry
   (3) Federal, state and local government
   (4) Non-profit organizations

9. Other jobs which would be considered in the related occupational fields.
   (1) Research and technical assistant
   (2) Laboratory technician
   (3) Biologist
   (4) Chemist
   (5) Forester

Additional Information:

American Society of Biological Chemists
9650 Rockville Pike
Bethesda, Maryland 20014

152

CASHIER
211.138

1. Major duties of this career.
   (1) Accept money, make change
   (2) Record amounts and transactions
   (3) Balance accounts, write checks
   (4) Write sales tax reports
   (5) Operate cash registers, adding machines etc,
   (6) Record charges and present bills to guest and customers

2. High school courses helpful in preparing for this career.
   (1) Introduction to Business
   (2) Business Maty
   (3) Bookkeeping
   (4) Business Machines
   (5) Typing
   (6) Clerical Record Keeping

3. The amount of training required is a .
   a. Up to 6 months of training

4. The average yearly starting salary is a .
   a. $5,000 or less

5. The statement that best describes the current supply is c .
   c. The number is about the same as the number of applicants

6. The statement that best describes the anticipated need for the next ten years is c .
   c. The need for workers will have remained the same

7. Physical characteristics or abilities that would be needed in this work.
   (1) Aptitude with figures
   (2) Finger dexterity
   (3) Good eye/hand coordination
   (4) Tactful
   (5) Neat
   (6) Pleasant

8. Major agency where this career is usually pursued.
   (1) Grocery, drug, and other retail stores
   (2) Restaurants and theatres
   (3) Casinos

9. Other jobs which would be considered in the related occupational fields.
   (1) Bookkeeper
   (2) Record clerk
   (3) Bank teller
   (4) Audit clerk
   (5) Receptionist
   (6) Change girl

Additional Information:

Adult Education Department
Clark County School District
5710 Mountain Vista Street
Las Vegas, Nevada 89120

Nevada State Employment Security
135 South 8th Street
Las Vegas, Nevada 89101

CARPENTER
860.381

1. Major duties of this career.
   (1) Erect all sorts of wooden framework.
   (2) Install molding, paneling, window sash, doors, hardware, stairs, and floors.
   (3) Make and install cabinets and other trimmings.
   (4) Saw, fit, and assemble plywood, wallboard, etc.

2. High School courses helpful in preparing for this career.
   (1) Drafting
   (2) Woodworking
   (3) Industrial Crafts
   (4) Math
   (5) Algebra, Geometry
   (6) Physical Science

3. The amount of training or education required is d .
   d. 4 years of training or experience.

4. The average yearly starting salary is d .
   d. $12,000 - 15,000

5. The statement that best describes the current supply is c .
   c. The number is about the same as the number of applicants.

6. The statement that best describes the anticipated need for the next ten years is d .
   d. The need for workers will have increased moderately.

7. Physical characteristics or abilities that would be needed in this work.
   (1) Good physical condition.
   (2) Good balance, agility.
   (3) Lack of fear of working on high structures.
   (4) Dexterity and ability to solve arithmetic problems quickly and accurately.

8. Major agency where this career is usually pursued.
   (1) Larger cities with growing population.
   (2) Some factories
   (3) Government installations
   (4) Mines, shipyards

9. Other jobs which would be considered in the related occupational fields.
   (1) Carpentry Foreman
   (2) Building contractor
   (3) Construction laborer
   (4) Cabinet maker
   (5) Bricklayer

Additional Information:

Education: Adult and Continuing Education
Clark County School District
5710 Mountain Vista Street, Las Vegas, Nevada 89120

Apprenticeship: Carpenters Joint Apprenticeship Council
A. D. Mc Kenna, Coordinator
501 North Lamb Blvd., Las Vegas, Nevada 89110

CONVERSION TABLES FOR CAREER GUIDANCE PROFILE

TABLE A

CONVERSION TABLE FOR GRADES

Grade	Score
F	0.00 - 0.24
D-	0.25 - 0.74
D	0.75 - 1.24
C- D+	1.25 - 1.74
C	1.75 - 2.24
B- C+	2.25 - 2.74
B	2.75 - 3.24
A- B+	3.25 - 3.74
A	3.75 - 4.00

TABLE B

CONVERSION TABLE FOR EDUCATIONAL ASPIRATION SCORES

Stanine	Score
1	8
2	9 - 10
3	11 - 14
4	15 - 20
5	21 - 27
6	28 - 33
7	34 - 37
8	38 - 39
9	40